REPORT RESUMES

ED 003 050 24

MODIFYING BEHAVIORS (SELF-CONCEPT) OF CERTAIN PROSPECTIVE TEACHERS.

BY- HEIL, LOUIS M.
CITY UNIV. OF NEW YORK, BROOKLYN COLL.

REPORT NUMBER CRP-1153 PUB DATE 62
CONTRACT OEC-SAE-9170
EDRS PRICE MF-$0.36 HC-$9.16 229P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, EDUCATION MAJORS, *TEACHER CHARACTERISTICS, *BEHAVIOR PATTERNS, *EFFECTIVE TEACHING, TEACHER RATING, SELF CONCEPT, STUDENT BEHAVIOR, *PERSONALITY DEVELOPMENT, STUDENT TEACHING, INTERVIEWS, STUDENT TEACHER RELATIONSHIP, MANIFOLD INTEREST SCHEDULE (MIS), BROOKLYN, NEW YORK

THIS STUDY EXPLORED THE CHARACTERISTICS OF ELEMENTARY SCHOOL TEACHER EFFECTIVENESS AND, IN PARTICULAR, TEACHER PERSONALITY SIGNIFICANCE. TO CLARIFY THE CONCEPT OF EFFECTIVE TEACHING, INFORMATION ON THE NATURE OF SPECIFIC KINDS OF TEACHERS WAS SOUGHT. INTERVIEWS AND UNSTRUCTURED OBSERVATIONS OF INSERVICE TEACHERS WERE CONDUCTED. A STUDY WAS ALSO CONDUCTED ON SPECIFIC KINDS OF TEACHERS' EFFECTS ON CHILDREN'S BEHAVIOR VIA PRE- AND POST-TEST ADMINISTRATION. PSYCHOLOGICAL TESTS WERE ADMINISTERED TO A SAMPLE OF POTENTIAL TEACHERS. THROUGH USE OF THE MANIFOLD INTEREST SCHEDULE (MIS) CHARACTERISTICS OF TEACHERS AND POTENTIAL TEACHERS WERE IDENTIFIED. THE RESULTING IMPLICATIONS WERE THAT A SIGNIFICANTLY LARGE PROPORTION OF STUDENTS WHO PLAN TO BECOME TEACHERS POSSESSED PERSONALITY CHARACTERISTICS WHICH LEAD TO INEFFECTIVE AND INAPPROPRIATE BEHAVIOR WITH CHILDREN AND THAT POTENTIAL TEACHERS NEED EXPERIENCES TO LEARN WAYS OF EFFECTIVELY DEALING WITH CHILDREN. A PROCESS OF REEDUCATION FOR FEARFUL STUDENTS IDENTIFIED AS POTENTIALLY INEFFECTIVE TEACHERS WAS RECOMMENDED AND SUGGESTED TO CONCENTRATE ON THE POTENTIAL TEACHER'S RELATION WITH CHILDREN. DEVELOPMENT OF A POSITIVE SELF-CONCEPT IN THE POTENTIALLY FEARFUL STUDENT WAS PROPOSED THROUGH A PROCESS OF INDIVIDUALIZED CLINICAL GUIDANCE. (RS)

ED003050

MODIFYING BEHAVIORS (SELF-CONCEPT) OF CERTAIN PROSPECTIVE TEACHERS

Louis M. Heil

Office of Testing and Research
Brooklyn College
Brooklyn, N. Y.

Contract SAE 9170,
2/1/61-1/31/62

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

3414A
104

MODIFYING BEHAVIORS (SELF-CONCEPT) OF CERTAIN PROSPECTIVE TEACHERS

Contents

Page No.

Introduction.. 1

Steps Taken by the Committee on Elementary School Teacher Effectiveness.. 2

Studies Conducted... 4

Summary of Findings....................................... 10

Analysis of the Problem................................... 11

An Appropriate Reeducation Process........................ 14

Major Hypothesis of the Investigation..................... 18

Design of the Investigation............................... 19

Administration of the Investigation....................... 23

Evaluation.. 23

Significance of the Investigation......................... 27

Appendix A - Summary of Characteristics of Potentially Ineffective Teachers

Appendix B - Effect of Certain Kinds of Teachers on Children's Feelings

Appendix C - Case Studies of Teachers Classified on the Basis of the Manifold Interest Schedule

ED003050

Introduction

This report is the result of a study conducted by an interdepartmental committee of Brooklyn College assisted by grant[1] from the Cooperative Research Branch of the U.S. Office of Education.

It is to be noted that the title of the report is changed somewhat from that of the grant. This change has been dictated by the findings and thinking of the committee.[2]

Committee on Elementary School Teacher Effectiveness

The Committee on Elementary School Teacher Effectiveness of Brooklyn College was appointed by the Long Term Curriculum Committee in May 1960. The appointment of this committee stemmed from findings in a major investigation[3] conducted by the Office of Testing and Research. This study revealed that elementary school teacher effectiveness measured in terms of children's achievement is more related to teacher personality than to the extent of liberal arts and professional information. In this study, the Manifold Interest Schedule employed to assess teacher personality assumed, therefore, a central role. Even though the

---

1. Modifying the Self-Concept of Certain Prospective Teachers (Phase One), Contract #1 SAE 9170. Feb.1, 1961 - Jan. 31, 1962.

2. Committee on Elementary School Teacher Effectiveness. Profs. Alfred Adler and Martin Nass (Education), Pearl Meissner (Psychology), Gladys Watson (Office of the Dean of Students), and Louis Heil (Chairman), (Director of Testing and Research).

3. "Characteristics of Teacher Behavior Related to the Achievement of Different Kinds of Children in Several Elementary Grades, May 1960," Louis M. Heil, Irwin Feifer and Marion Powell, Office of Testing and Research, Brooklyn College.

teacher classification made by means of this instrument did not follow conventional clinical configurations, the nature of the total evidence suggested strongly that a significant improvement of teacher education is more likely to occur through a modification of the personality variable than in the content and number of teacher education courses.

The purpose of the Committee on Elementary School Teacher Effectiveness was to explore more deeply into the meaning of elementary school teacher effectiveness, particularly the significance of teacher personality, and to make recommendations based on the findings resulting from its work.

Steps Taken by the Committee

The Committee spent approximately six months in an attempt to clarify the concept of effective teaching in elementary classes. Such clarification in turn led to decisions involving needed information about the nature of specific kinds of teachers.

In its consideration of effective and ineffective teaching, the committee invited a number of consultants into its discussions. Such consultants were chosen on the basis of their competence of knowledge regarding certain aspects of the problem. Dr. Herbert Zimiles of the Bank Street School was invited to describe findings of an extensive study being completed at that school. Dr. Frank Riessman of Bard College was invited because of his studies involving the characteristics in children of lower social class and the relation of such characteristics to effective teaching. Dr. Louis Raths of N.Y.U., and Prof. George Sheviakov of San Francisco State College attended a two-day conference of the committee. These two consultants were of assistance to the committee in a consideration of alternative possibilities for the improvement of teacher education.

As the committee proceeded in its considerations, decisions were made periodically regarding needed information.

Because effective teaching is so directly related to objectives of elementary education, the committee early recognized the need for such objectives. An examination of available statements* of such objectives led the committee to seek more detailed and definitive formulations. Consequently, several members of the Education Department representing special competencies in elementary education, e.g., reading, science, arithmetic, social studies, art and music, were asked to provide such formulations. Two members of the committee at this point collaborated on a definitive formulation of emotional-social development as an objective.

The concern of the committee that effective teaching take the emotional-social objective into account led to a study of the effect of two kinds of teachers on children's feelings. This kind of information had not been obtained in the original study.

The major emphasis of the committee evolved to be a concern regarding actual teacher behavior in the classroom and the relation of this behavior to teacher personality. This emphasis appeared to stem from a need not only to know actual teacher behaviors, but also to know how such behaviors are related to the teacher personality classification as determined by the Manifold Interest Schedule. Accordingly, the committee requested that approximately 25-30 studies of individual teachers be conducted in elementary classes. These studies were to consist of an all day unstructured observation of a teacher at work by a team of two persons, a clinician and educator, and a clinical interview of the teacher including projective study.

In order to have some picture of the psychological nature of those students planning to become elementary teachers, the committee also requested psychological reports on 25 such students completing their freshman year.

*Educating Children in Grades 4, 5 and 6. U.S. Office of Education, Bulletin 1958, No. 3.
Elementary School Objectives, Nolan C. Kearny. Russel Sage Foundation, 1953.

Realizing the need to have some estimate of the extent to which students planning to become teachers possess personality configurations predictive of ineffective teaching behavior, the committee also requested certain additional evidence regarding Brooklyn College education majors. This evidence was of two kinds, the incidence of certain personality types as determined by the Manifold Interest Schedule, and the stability of such types during four years of college.

Studies Conducted for the Committee

1. The Effect of Two Kinds of Teachers on Children's Feelings.

This study consisted of administering the Assessing Children's Feelings instrument, as a pre and post test representing an interval of approximately four months, in ten elementary classes. Ten classes, representing five "B"* and five "C" type teachers, were chosen from the population of teachers in the original study. (No. "A" type teachers were involved either because such teachers had moved or because testing arrangements could not be made in the schools).

The findings from this study revealed that the "B" type teacher induces more positive changes in children's feelings than the "C" type teacher. Specifically the evidence reveals that the "B" teacher induces a positive shift in children's classification, e.g., "opposer" to "conformer" in 24 of 87 children, and a negative shift for 9 children, while the "C" type teacher induces a positive shift for 10 children, and a negative shift for 26 children.

*Teacher types (A,B,C,D,E,F and Overshot A) are described in the report of the original study 4 and in Appendix A of this report.

Also, similar to the findings regarding gain in achievement the "B" type teacher appears to induce the most positive gains in children's feelings with "opposer" type children. The evidence on this point indicates quite clearly that the "C" type teachers enhance the maladaptive characteristics of the opposers, while the opposite effect is induced by "B" type teachers. With "B" type teachers, the "opposers" reveal a movement away from withdrawal and repressive feelings, away from displacing rather than dealing with the source of the disturbance, and away from externalizing and projecting problems on others.

The general conclusion from this study is that the "B" type teacher, in contrast to the "C" teacher, is not only significantly more effective in obtaining greater intellectual gains from their pupils, but also significantly greater gains in social-emotional development.

2. Studies of Twenty-Five In-Service Teachers.

This investigation consisted of an all day observation by two observers (clinician and educator team) and psychological work-ups of twenty-five in-service teachers in the elementary grades.

Through the cooperation of four elementary school principals, the teachers, mainly from grades 3 to 6, were invited to participate in obtaining the evidence. The first step taken with the "volunteers" was to administer the Manifold Interest Schedule. Teachers were then selected for the observation on the basis of their classification on the Manifold Interest Schedule. In this sèlection, an effort was made to sample the several classifications (A, B, C, D, E, F, and "overshot" A) resulting from this instrument.

Most of the classroom observations were made by Prof. Sam Duker and

Mr. Charles Belinky. In ten of the cases, Mr. Belinky (clinician) was replaced by Mrs. Aurella Levy (Teachers College), or Mrs. Dale Mendell (Formerly of the Educational Clinic, Brooklyn College). The resources of the Brooklyn Community Counseling Center were employed for obtaining psychological studies for nineteen of the teachers. The remaining six were conducted by Mr. Charles Belinky, Mrs. Aurella Levy (Office of Testing and Research) and Mrs. Gross (Educational Clinic).

The analysis of the observational and psychological case material * was made in several ways. One analysis consisted of making an estimate of teacher effectiveness on the basis of the observation data. The following criteria were employed in this estimate: Structure, Teaching Method, Clarity of Goals and Expectations, Interaction and Communication, Integration of Authority Role, Personality Aspects, Classroom Atmosphere. The estimate of teacher effectiveness was made independently by three persons, one of whom (Dr. Helen Wood) is chairman of the Brooklyn College Education 50 (Observation and Student Teaching). The intercorrelations between the three raters were 0.85, 0.86, and 0.85. The average mean rating was also calculated for teachers classified on the basis of the Manifold Interest Schedule.

Mean Teacher Ratings

(Individual Ratings; 1 low, 6 high)

A teachers	(2 cases)	5.75
B teachers	(3 cases)	3.06
B-D teachers	(3 cases)	4.30
C teachers	(6 cases)	2.23
E teachers	(3 cases)	2.90
F teachers	(5 cases)	1.33
"Overshot A"	(5 cases)	1.94

---

* The case material, in terms of Manifold Interest Schedule classification, is presented in Appendix C.

The characteristics of each of the Manifold Schedule profile types were obtained by grouping the observational and psychological evidence for teachers representing each of the several types. Those personality types corresponding to ineffective teachers ("C", "E", "F", and "overshot A" are described in detail in Appendix A. Brief summaries of the general characteristics of effective and ineffective teachers follow.

Ineffective Teachers. While there are distinct patterns of teacher behavior characteristic of each of the different profile types (Appendix A), there are many similarities in classroom behavior common to all teachers,* although no general statement applies in all its details to every individual.

Poor teachers tend to lack spontaneity, flexibility and imagination in their approach. Lessons are derived almost exclusively from teacher manuals, and little use is made of unplanned learning opportunities.

Poor teachers frequently fail to communicate concepts in meaningful terms and on a level commensurate with the children's understanding, because they illustrate their remarks with examples from totally alien cultural frames of reference. Furthermore, when their efforts are unsuccessful, rather than develop alternative illustrations, they attempt to overcome the deficiencies of their presentation by reiterating what they have already said in a louder voice, evidencing increasing irritation, anger and sarcasm.

Owing to poor organization and an inability to differentiate between what is essential and what is unessential to the learning process, poor teachers waste a considerable amount of class time on minor classroom routines, such as distributing materials, collecting funds, making transitions from subject to subject and taking attendance.

---

*Poor teachers are defined as those teachers falling in Manifold Interest Schedule classifications which received the lowest ratings (C, E, F, and overshot A).

The poor teacher over-emphasizes routines, drills and mechanical aspects of procedure. Frequently she resorts to excessive "busy work" to keep the children occupied and as a means of asserting her own authority. Furthermore, excessive, repetitive, unstimulating and uncreative homework assignments are frequently used as a form of punishment.

Because she is very handicapped in her ability to recognize individual needs and capacities, the poor teacher tends to impose arbitrary, unrealistic standards of behavior and achievement on the children, frequently resorting to authoritarian disciplinary techniques.

The poor teacher dominates the class by insisting on group conformity and tends to create an atmosphere which is either highly competitive or apathetic and bored. She can neither tolerate any interaction within the group nor can she accept suggestions and ideas put forth by the group members. both seem to threaten her sense of security and control.

Many of the poor teachers characteristically vent their hostility and aggression on the class by constant carping criticism, sarcasm, and ridicule. Wrong answers by students bring down a barrage of vituperation rather than constructive criticism or encouragement.

Effective Teachers. In contrast, the good teachers show much more individual variation in their performance than do the poor teachers. While there tends to be only one main road to failure, there seem to be many roads to success. As a group, they tend to show a high degree of emotional involvement in their task. They are constantly concerned with stimulating the children's interest and making learning a meaningful and enjoyable experience. To this end they are very flexible in their approach and use individualized methods whenever possible, showing considerable psychological awareness of children's intellectual and emotional needs in the process. These teachers do not use the classroom situation to resolve their own problems or as an outlet for their hostility, therefore, the children feel free to become active contributors to the learning situation and participate freely and eagerly, offering spontaneous contributions and sharing in responsibilities. In the process they become absorbed in their work and develop feelings of competence and respect for themselves, each other and the teacher.

3. Psychological Studies of Freshmen Planning to Become Elementary Teachers.

A sample of 30 students representing the several classifications on the Manifold Interest Schedule were asked to volunteer for psychological testing. Twenty-three of these students completed the testing which was administered by Mr. Charles Belinky.

Summaries of these studies, classification by classification on the Manifold Interest Schedule, revealed a high similarity to the pschological findings of the in-service teachers.

4. Test - Retest Stability of Profile Patterns

The incidence and stability of the various personality types among elementary education majors was investigated by means of the Manifold Interest Schedule. Comparison data of freshmen (fall 1958) and as seniors (January, 1962) was available for 150 Education majors. Data was also available for all students (as freshmen, fall 1960) planning to become elementary majors.

Of 243 freshmen students (fall 1960) planning to become elementary education majors, 12.8 percent were not classifiable into any of the standard Manifold Interest Schedule profiles. Of those classifiable, 52.5 percent fell in the "C", "E", "F", and "overshot A" classifications. The sample of 150 seniors revealed that 14.7 percent were not classifiable as freshmen; 57.0 percent of the students who were classifiable as freshmen fell in the "C", "E", "F", and "overshot A" classification; as seniors, 48.4 percent of these students fell into those groupings characteristic of potentially ineffective teachers. Thus, the percent of students showing poor potential as entering freshmen in the fall of 1958, is essentially the same as that for the total population entering in the fall of 1960,.

With regard to the stability of the student personality over approximately four years of college experience, 73 of the students entering in the fall of 1958 were classified into the "C", "E", "F", and "overshot A" groups. Thirty (30) or 41 percent of these students were found to persist in the same classifications as seniors. In an interpretation of this "percentage of persistence", several important points must be considered. First, the classification of persons by the M.I.S. is subject to some uncertainty just as the case with any psychological or educational instrument. This uncertainty with the M.I.S. amounts to approximately one case in five. Second, some change in a student over a period of four years is to be expected. The findings regarding stability do indicate that the characteristics of ineffective teachers to be considered and dealt with are relatively stable.

Summary of Findings

Characteristics of Teachers

1. The classroom behaviors of teachers, classified alike on the basis of the Manifold Interest Schedule are generally similar.
2. Teacher behaviors, especially for those teachers rated as ineffective, are understandable outcomes of their personality characteristics as inferred from clinical evidence.

3. For teachers classified as ineffective, such ineffectiveness extends beyond a reduced formal learning by children to the stimulation of feelings and attitudes antagonistic to the learning process.

Characteristics of Students Planning to Become Teachers

1. Personality characteristics of freshman students planning to become teachers are quite similar to those of in-service teachers when the students are similarly classified on the basis of the Manifold Interest Schedule.

2. The proportion of students who, on the basis of their classifications on the Manifold Interest Schedule, are potentially ineffective teachers is relatively high. Thus approximately 50 percent of the freshman students were found to fall in the "C", "E", "F", and "overshot A" classifications.

3. Even though, as may be expected, some students shift in their personality classification over a period of four years, it appears that the personality variable is relatively constant and will remain so unless the student undergoes experiences quite different from those he would normally have while in college.

General Implications

Analysis of the Problem

Ineffective teaching occurs when the teacher acts out certain of her conflicts with children or when, in other ways, she allows her conflicts to intrude into the teaching situation. The nature of these conflicts and the personality configurations associated with ineffective and inappropriate behavior with children are such that they can be identified.

A significantly large proportion of students who plan to become teachers possess such personality characteristics which lead to ineffective and inappropriate behavior with children. This proportion is of the order of 50 percent of all students planning to become teachers. This group is especially resistant to being counselled out of the education field, and represents too great a potential resource to be wasted.

These incapacitating personality characteristics are fairly stable and are likely to persist largely in tact throughout college and into the teaching situation.

Because these unfortunate personality configurations ("C", "E", "F", and "overshot A" students) are defensive in origin and have become somewhat crystallized, the inappropriate and ineffective behaviors which the generate are not likely to be modified by conventional college experiences. Even though these students appear to be able to verbalize "correct" concepts regarding children and ways of dealing with children, such concepts are likely to be compartmentalized, and hence have little relation to real children. The "non-class" experiences these students have with children are also likely to be ineffective because, understandably threatened and anxious in a new situation, they often retreat to more primitive and rigid patterns in search of security. Such reaction, in turn, simply reenforces such undesirable behaviors and makes them still more fixed and permanent. Comments by many newly appointed teachers regarding the "inadequacy" of their teacher education also appear to be relevant in this connection. Many of these comments are directed toward discipline problems and toward the "unrealistic and theoretical" nature of teacher education.

It seems highly unlikely that more extensive work along the existing lines will suddenly bear fruit. In general it appears that regardless of how well informed the teacher is regarding either the content being taught or the methods employed, she will be ineffective when she acts out her own conflicts with children and in other ways allows her defense mechanisms to intrude into the teaching situation.

A radically different kind of experience seems necessary in order to help students unlearn unproductive and defensive behaviors and learn new, more appropriate ways of dealing with children. Given a new kind of non-defense arousing experience, these students might be expected to be more available to genuine learning both in lecture halls and in their own contact with children. It is because such unlearning and new learning is so closely linked with the student's personality, some process of reeducation (to paraphrase Shoban) appears to be necessary. The problem becomes one of considering what experiences in such reeducation are likely to be the most effective and appropriate.

An Appropriate Reeducative Process

An appropriate process of reeducation for students identifiable as potentially ineffective teachers must evolve from a consideration of the objectives of such reeducation, the nature of those students to be involved, and the relation of the reeducation to the total educational process.

Objectives of the Reeducation Process.* The major goal of this reeducation process is to develop a teacher who is more effective in her relationships with children - more aware of children and their developmental, intellectual and emotional needs as they really are, not as she would like them to be. Her perception of the child should be free of distortions, projections or over-identification stemming from her own immaturities and rigidities. She should enjoy children and be able to empathize with them without becoming over-involved emotionally. She should be eager for learning to take place but unthreatened about her own adequacy if it does not. She should be more able to view each child as a unique individual, quite separate and distinct from all other individuals. She should be more able to communicate with the child and to comprehend his communications to her whether they be overt, verbal and explicit or covert, behavioral and disguised or symbolic. It is hoped that the student will develop increased sensitivity to children and an increased ability to really hear what they are saying at a personally meaningful level so that she will no longer be confined to the strait-jacket of her rigid, defense motivated behaviors, but, instead, will be able to make richer use of her resources to respond with flexibility and versatility to the distinctly different intellectual and emotional needs of individual children. Thus the teacher who would otherwise fail to communicate to a significant portion of her class because she is too blocked to vary her presentation, would now develop and have available to her a body of alternative behaviors she could draw upon when needed. This in turn, would make her more confident and competent, free to be flexible and to take advantage of unplanned learning opportunities as they present themselves, secure in the knowledge that she can capitalize upon and cope productively with both variations and fluctuations in the day-to-day classroom situation, and with the unique individual differences of her students whether or not they be of her cultural milieu, race, sex or ethnic background.

---

*These objectives may also be considered to be the goal of teacher education at Brooklyn College. They are, however, stated explicitly here as the unique goal of a reeducation process because they are not likely to be realized through conventional methods with certain kinds of students.

Although the objectives of the reeducation process center directly on the student's professional responsibilities, it is felt that their achievement will also make a contribution to the total development of the student. Thus, it should help the student become a more sensitive, resourceful, mature adult, and more emotionally free to utilize her capacities and talents.

Other Considerations. Most students whose test performance indicates that they will behave poorly as teachers are quite unaware of this fact and of the factors which lead to these maladaptive behaviors. Only a relatively small proportion of those freshman students studied intensively revealed an emotional readiness to seek some form of psychotherapy or to take advantage of such therapy if it were available. On the other hand, consciously these same students want to become good elementary school teachers. (Incidentally, this goal often exists because of certain conflicts and defense mechanisms which, in turn, are the very source of the rigidities that lead to ineffective teaching behaviors.) The lack of any significant motivation by these students for the necessary changes suggests, therefore, that an appropriate reeducation process must focus on children and the nature of the student's interaction with them, because such focus is recognized by the student to be consistent with her goal to become a good teacher.

An appropriate reeducation process for these students must also take into account their underlying dynamics. Many kinds of children's behavior threaten them and they react to such behaviors in rigid, ineffective ways. Therefore, the appropriate reeducation experience must be such that the student's feelings of threat and anxiety lessen owing to her examination of what children are really like and her examination of her interaction with them. The lessening of these subjective feelings of threat may be expected to lead to lessened defensiveness and fewer inappropriate behaviors.

A third important consideration regarding an appropriate reeducation process is its direct applicability to the learning process. From the evidence available, it appears that for the potentially ineffective teacher, certain defense mechanisms and conflicts generate behaviors which get in the way of the effective utilization of concepts and skills taught in the elementary education program.* Therefore, the reeducation process should focus on removing the barriers which prevent the assimilation and utilization of this knowledge. A suggestion of how this can be done lies, perhaps, in the internship or apprentice system. Such an apprenticeship, however, to achieve the objectives of reeducation must be guided by psychological thinking, focusing on what is interfering with effective teaching rather than academic thinking which focuses on concepts of education and methods of teaching.

---

*Prof. Brenda Lansdowne in a Report on Independent Study Experiment with Education 50 classes says "All MIS (Manifold Interest Schedule) types except the C, E and "overshot" A can use independent study to develop original, child-centered and elegant teaching. But, I have never been able to teach these types to do creative teaching even with the usual classroom procedure either."

A fourth important consideration regarding an appropriate reeducation process is the necessity for extensive exposure to new ways of thinking to achieve its objectives. The fact that inept and inappropriate behaviors stem from certain deep-seated patterns of conflicts and defense mechanisms makes it obvious that these cannot be oversome in brief, infrequent or superficial contacts.

The Reeducative Experience

The nature of the findings and considerations outlined above suggest that the reeducative experience should center on the student's relations with children. Such experience if carefully guided over an extensive period of time should lead to less defensiveness and greater security on the part of the student as well as a deeper understanding of children. It is felt that this kind of reeducative experience for these students, with direct attention to what is happening in the student-child interaction, will be more effective in modifying student behavior with children than an approach which attempts to modify behavior by uncovering underlying dynamics.

Major Hypothesis of the Investigation

The major hypothesis of the proposed investigation is that certain behaviors of the potentially ineffective teacher can be modified through a process of individualized clinical guidance. This process consists of extensive student contacts with children under constant guidance and support by a clinician-supervisor whose aim is to help the student improve her relations with children and achieve a greater understanding of them.

Assumptions

1. Patterns of inept and inappropriate student behaviors can be modified by a close student-supervisor relationship based on trust which is not aimed at the uncovering of unconscious dynamics but, instead, focuses on the realities of the child and of the student's interaction with the child.

2. When children are the focus of attention, the student will be less threatened and, hence, less defensive and more susceptible to new ways of thinking. This condition will facilitate the development of alternative patterns of behavior under the guidance of the clinician-supervisor.

3. In the course of a close, long-term, one-to-one relationship, the student will develop trust in the clinician and will gradually become more secure and less defensive. As this happens, she will become more objective in examining and evaluating her behaviors with children.

4. As the reeducation proceeds, the student will become more secure in her interaction with children and, consequently, will derive greater satisfaction from her experience with them, thus providing further motivation for the process to continue.

5. Such consequent satisfaction will promote the extension of effective behavior with children into situations other than those dealt with directly by the student and the clinician-supervisor.

6. The reeducation process is facilitated by the fact that the student is still in late adolescence, a stage when the personality structure is still in flux and relatively susceptible to modification.

7. Relatively stable changes in behavior can be achieved only after an extensive period of clinical supervision because such undersirable behaviors arise from conflicts and defense mechanisms deeply rooted in the underlying personality dynamics.

8. The reeducation process will be guided by a clinical-supervisor who has great sensitivity and special skills, who can empathize with the student and who has an intimate understanding of children, so that trust can develop and the clinician-supervisor can become totally familiar with a student's characteristics and modes of behavior. This reeducation must be placed in the hands of one person for the duration of the process with any one student. In order not to jeopardize this trusting relationship, it is extremely important that clinician-supervisor does not assume any responsibility for grading or evaluating the student.

9. The influence of home and family as possible obstacles to the reeducation process is clearly recognized. If the reeducation process can be successful in the face of these possible obstacles, it would probably be even more successful in settings where the student is attending college away from home.

Design of the Investigation

Setting. The investigation would be conducted in the context of the conventional courses comprising the elementary education sequence at Brooklyn College:

Ed. 10 - Introduction to Education, three credits (upper sophomore)
Ed. 27.1 - Child Development and the Educative Process, three credits, (lower junior)
Ed. 28 - Learning, Evaluation and Mental Health, three credits, (upper junior)
Ed. 30 - Education and Modern Society, four credits, (upper junior)
Ed. 50 - Methods and Practice Teaching, eighteen credits (senior)

Work with children is a unique part of the two and one-half year sequence. Thus in Ed.10 the student is expected to make a study of a child. Work in a community agency is required in Ed.27.1 and Ed.28, and observation and practice teaching in a regular elementary school is part of Ed.50.

The Experimental Variable. The major experimental variable is the specific reeducation to be achieved through the individualized clinical guidance. The syllabus and general method of instruction in the courses would remain unmodified as the major control in the investigation. Furthermore, no additional time is expected of the student in any of the courses. The settings where experimental students would work with children would be essentially the same as that which is presently utilized in Ed.10 (making a study of a child), in Ed.27.1 and Ed.28 (working with children in community or child care centers), and in Ed.50 (working with children and teaching in an elementary school).

It is extremely important to recognize that, although the nature of the settings in which the student would work with children is the same in the experimental and control groups, the nature of such work would be quite different. At present, it is only in the senior year (student teaching) that any appreciable supervision of the student occurs and this supervision is directed mainly at the elementary school curriculum and methods of teaching. The work of the first three semesters involving contacts with children is limited because relatively little supervision occurs. During this time the student generally operates on her own and there is little reason to assume that this experience has any appreciable effect on the way many students see children or interact with them. Furthermore such work is limited when the student is separated from children by a glass screen, and when she spends only a small amount of time with an individual child because the population at a community center where she is working is constantly changing.

In the proposed reeducation process a clinician-supervisor would spend approximately 18 hours a semester with each of 15 students. This time would be about equally divided between the observation of the student interacting with a child and the discussion of the student's understanding of the child and the way she is interacting with the child. Most important in that early part of this process is the need for the student to obtain a thorough knowledge of a few children rather than short unrelated snapshots of more children.

The student-supervisor discussion would aim at sensitizing the student to what the child is really like and of possible alternative ways of reacting to the child.

Two actual incidents* may illustrate the springboard for such discussion. A child in a small group supervised by a student became irritated and threw the materials he was working with on the floor. The student became involved in a hassle with the child regarding who would pick up the materials. In this case the clinician-supervisor might suggest that the situation be viewed more broadly in the context of the clinician's and student's total understanding of the child. In connection with the specific incident, they would probably talk about the kinds of limits which would be most appropriate and effective for the child at this time.

In another example, a student was working with a small group of children making Christmas presents for their parents. One child was obviously making something for his mother. When asked whether he was also going to make something for his father, the child said that he did not see his father because of a divorce. The student froze at this point, apparently thinking that she had intruded into a hush-hush area of the child's life. (She apparently did not know how to handle herself because of her own values and because of her insensitivity of the many possible ways the child could feel.) The outcome in this case was a temporary withdrawal from the child and a loss of contact with him. The clinician-supervisor in this case might lead the discussion back to the meaning to the child of such a separation of his parents and ways of finding out how the child really feels about it.

According to the assumptions underlying the reeducation process, the clinician supervisor would become a trusted friend of the student and would in no way be responsible for any formal evaluation of the student's accomplishment. As this trust develops the student would become less defensive in discussions with the supervisor and more amenable to alternatives suggested by him. In brief, the clinician-supervisor in his relations with the student, would be setting an example the student could emulate in her own dealings with children.

---

* These incidents, reported by Mr. Belinky, are from a small pilot study on individualized clinical guidance involving six junior students in their community experience.

Selection of Students for the Experimental Group. Approximately half of the elementary education majors fall into those classifications of the Manifold Interest Schedule that are predictive of teaching ineffectiveness. The number of such students potentially available for inclusion in the experimental group is therefore at least 100 in the spring semester and 60 in the fall semester of each population beginning the elementary education sequence.

For comparison purposes, it is also thought desirable to include in the experimental group students whose classification on the Manifold Interest Schedule suggests less need for reeducation. It is possible that such students, although apparently not so much in need of reeducation, will also profit significantly from it.

The experimental group would consist of approximately 60 students from the population of elementary education majors beginning the education sequence in February 1963 and 60 from the population beginning in September 1964. These experimental groups would be chosen to be representative of the entire population of elementary education majors on the basis of their classifications on the Manifold Interest Schedule.

The experimental group would be enrolled in one section (30 students) and would proceed through the whole education sequence as one section. The same clinician-supervisor would follow a sub-group of 15 students from each section through the five semester sequence.

Students would be chosen for the experimental group during their lower sophomore term and would be so informed during the pre-teaching counseling. They would be informed that they are to enroll in certain sections of the courses comprising the education sequence and that they will be given special preference regarding their scheduling of non-education courses. They would also be informed that the special work with a clinician-supervisor is part of an investigation being conducted and that their selection is based on obtaining a representative sample of students. Any difficulty involving a student-supervisor relationship would be resolved by the director of the project.

Administration of the Investigation

The administration of the investigation would be exercised by a committee of three persons representing education, psychology and sociology. The authority of this committee, responsible to the Long Term Curriculum Committee, would consist of continuous review to see that the purposes of the investigation are being carried out, to clarify and evolve needed aspects of policy, and to make recommendations regarding the incorporation of significant findings from the investigation into the regular teacher education program. The director of the investigation would be responsible to this committee.

Evaluation.

The selection of groups of 60 students from each of two populations beginning the elementary education sequence (120 total) is expected to yield 90 to 100 experimental students at the end of the education sequence because of dropouts. Approximately 50 students thought to need reeducation and 50 not so regarded would be available for evaluation and follow-up purposes. These experimental subjects (approximately 100) would be matched with an equal number of students participating in the regular series of courses without the reeducation experience. This matched control group would be selected on the basis of their classification on the Manifold Interest Schedule, Scholastic Aptitude Test score, high school average and first year college index, because the elementary education population is almost entirely female, all students in the experimental and control groups would be women.

The evaluative criteria would include the following:

Student behavior while working with children as observed by the clinician during the reeducative process.

Student behavior by members of the control group when acting as student teachers in their senior year. This evidence, equivalent to a full day of observation, would be collected by the clinician.

On-the-job teaching effectiveness (after graduation) as measured by pre-post tests of childrens' intellectual accomplishment and tests of childrens" feelings.

On-the-job teaching behavior with children after graduation as observed by the clinician.

Alterations in personality dynamics as measured by the Manifold Interest Schedule and by a psychological assessment at the beginning and at the end of the research sequence

Evaluation Questions

1. Do students while in training and involved in the reeducation process reveal increased effectiveness in their interaction with children? Does the extent and kind of such increased effectiveness depend upon the personality of the student? How is such increased effectiveness related to the amount of time spent with children in the reeducation process?

Answers to these questions would be obtained by the analysis of the anecdotal evidence obtained by the clinicians. The personality classification would be made on the basis of the Manifold Interest Schedule and projective material. Separate analyses of student behavior would be made for the experimental group during the first semester, the third semester, and the fifth semester.

2. Do students while in training and involved in the experimental group reveal greater effectiveness in interactions with children than their counterparts in the control group?

This question would be analyzed in terms of the total population and specific personality types. The evidence used to answer this question would consist of responses made by students (experimental and control) to children in practice teaching (upper senior year). The evidence for the control group would be gathered by a clinician during two, one-half days of observation.

3. Do students who have been involved in the reeducation process obtain greater achievement with children when they become teachers than their counterparts who have not had such reeducation? Do they induce more positive gains in children's feelings and emotions?

The evidence used to answer these questions would be obtained by pre and post tests of their pupils with a standard achievement battery and the Assessing Children's Feelings test. The analysis would also include a consideration of the teacher-child personality interaction variable similar to that investigated in the study, "Children's Achievement in Relation to Teacher Behavior.[1]

4. Do students who have been involved in the reeducation process maintain gains made in effective interaction with children when acting as teachers? Does such persistence depend upon the personality variable?

Evidence for answering these questions would consist of the observation anecdotes of the behavior of the students as teachers. Such evidence would be collected by the clinician. Incidentally, in this connection, an attempt would be made to determine the susceptibility of the student

---

[1] Ibid.

(as a teacher) to the suggestions of "hardened" teaching colleagues.

5. Is there any significant change in the underlying personality dynamics of students involved in the reeducative process?

This question is obviously more in the domain of psychological theory than the preceding questions. An answer to the question, however, is deemed important in order to "throw light" on answers to the preceding questions. The evidence would consist of the Manifold Interest Schedule and projective material gathered at the beginning and end of the five-semester education sequence.

6. Does the student's participation in the reeducative process affect important decision-making while in college? Does it affect grades, honors, etc.?

It may be that some students involved in the reeducative process may decide that they should not become elementary teachers and change to another field. Some may decide to become involved in some kind of therapy. Some may become more susceptible to or gain more from learning experiences in methods of teaching, etc. This kind of evidence is considered important in a total evaluation of the effect of the reeducation process.

7. What is the relative significance of the affective (personality) variable in relation to the cognitive variable in teacher effectiveness?

All of the subjects in the investigation would have had their training at Brooklyn College and, therefore, grades in education courses are available as well as grades in the city licensing examination. A multiple regression analysis within each personality grouping would make it possible to determine the contribution to effective teaching of a number of such variables dealing with personality and professional knowledge. The two separate criteria in this analysis would be the gain in children's achievement and changes in their feelings and emotional development.

Significance of the Investigation

The most significant aspect of the proposed investigation is the possibility of "replacing" many ineffective elementary teachers by teachers who not only can induce greater intellectual gains in children but also contribute significantly to their social-emotional development. Such gains are likely to be of major proportions for all children and doubled or tripled for certain kinds of children. The cost of the reeducation, furthermore, would appear to be only a fraction (10-15 percent) of that presently involved in the total college training of an elementary teacher.

A second important contribution of the investigation, if successful, would be the demonstration that the proposed individualized clinical guidance can effect stable changes in interpersonal behaviors.

A third aspect of significance is the likelihood that the reeducated teacher will be a more satisfied person. For example, the teacher's out-of-school life would likely be happier because this part of her life would be less likely to be subject to the intrusion of school problems.

APPENDIX A

SUMMARY OF CHARACTERISTICS OF POTENTIALLY INEFFECTIVE TEACHERS

Teachers Classified as "C"

These teachers emphasize the mechanics of formal order and discipline above the more essential aspects of teaching. Their passive adherence to stereotyped forms of instruction reveals a striking lack of originality and flexibility. In their persistent effort to maintain order and decorum, they tend to become entangled in the insignificant, ritualistic procedures, substituting "busy work" for a meaningful learning experience. When they fail to control the class through routine methods, they often resort to authoritarian tactics to cover up their inadequacies. Thus, these teachers appear to be out of contact with the cognitive and affective aspects of teaching, and are unable to adapt their own need for structure to the needs of the children.

Psychologically, these teachers reveal deep-seated anxiety feelings against which they protect themselves with rather rigid defenses. Extremely guarded and suspicious, they rely on a conventional facade of surface adaptation designed to minimize conflict within themselves as well as with the environment. Any form of emotional involvement represents a threat to them, and, because they are detached from their own feelings, they are unable to experience satisfying inter-personal relationships. These teachers frequently identify with a strong, dominating mother whose role they are trying to perpetuate in their own marital situation as well as in their teaching function. Their involvement with and underlying resentment against the original authority figure, the mother, combined with their fear of failure, makes it impossible for them to perceive their own authority role in any other way than as a restatement of their reaction to them. Thus, in the classroom they are too fearful of being displaced or over-thrown to function in ways that would encourage children's growth into independent, self-sufficient individuals

Teachers Classified as "E"

In this group there is a considerable difference between male and female teachers, the male teachers being relatively effective in their approach, while the females received over-all low ratings.

The poor (female) teachers conduct their classes in a business-like routine manner. Although they make an effort to communicate content, class participation tends to be minimal and very little actual learning takes place. The children's lack of enthusiasm seems to reflect the teacher's lack of involvement on an inter-personal level. In contrast to other ineffective teachers, the poor teachers in this group show no evidence of punitive, aggressive behavior, and hence the class functions in a fairly serend, non-competitive atmosphere. At the same time, however, the impersonal laissez-faire attitude of these teachers fails to provide sufficient stimulation for optimal achievement.

The fair (male) teachers in this group tend to be more emotionally involved with the children. While they firmly insist on regulated behavior during academic periods, they tolerate greater freedom of movement and expression in other activities. Occasionally authoritarian, this manner is counterbalanced by their genuine interest in the children as well as in the subject matter, by their spontaneity which is sometimes tinged with humor, and by their patient acceptance of individual difficulties and short-comings. Although there is a great deal of positive interaction between children and teacher, perhaps because children have relatively little experience with teachers who change their approach to them so rapidly, the children often are confused and distrustful of the teacher's lapses from authoritarianism, seeing it perhaps as inconsistent and unpredictable.

Psychologically, the "poor" E teachers manifest many trends similar to those found in C teachers. Since in both groups all vital impulses are severely repressed, the range of their total life experience is quite limited and a great deal of energy is expended in circumventing potential dangers. In contrast to C teachers, who occasionally discharge aggressions in attempting to control the environment, the E teachers are so deeply afraid of aggressive impulses, both their own and those of others, that they tend to deny the existence of such feelings. This massive denial and repression often has a paralyzing effect on their actions. Since they are extremely dependent on their environment and on the judgment of others, their behavior is largely determined by a need to conform to external standards so that they will be acceptable. Thus they take great pains to remain within conventional boundaries of propriety and to exclude from awareness those aspects of reality which cannot be fitted into such a narrow compass. In this connection, teaching seems to represent a safe and respectable avenue of expression, where their internal controls receive support from external systems and formal organization.

In the "fair" E teachers fear of impulse expression is quite as marked as in the poor ones. They tend to be highly self-critical and unsure of their own values. In these men, the drive for achievement seems to be frustrated by guilt feelings about competitive strivings which are incompatible with their need for approval. This passive-aggressive conflict, which characterizes their perception of the teaching role, seems to be clearly related to their dependence on a parental authority figure. While these subjects are too fearful to venture into unfamiliar situations, they maintain adequate control in a circumscribed environment where they can easily identify with a prescribed role. Thus, teaching offers them an ideal opportunity to satisfy their need for status without competition, and, since they have a better capacity for empathy than the poor E teachers, they can achieve a sense of satisfaction in helping children toward mastery.

Teachers Classified as "F"

These teachers are observed to be verbally aggressive and critical with children. Their aggressiveness, however, does not take the form of outbursts of anger, as with the "overshot" A's, but instead is exhibited as sternness. Such sternness, however, is not based on an understanding of or sensitivity to the needs of children for an authority figure who can provide structure and set limits commensurate with children's needs, but instead reflects a basic lack of empathy with children and a real inability to communicate with them.

Psychologically, these women have a highly ambivalent and competitive attitude toward the opposite sex which is reflected in their strivings for masculine types of success. It appears in this connection that, owing to the absence of gratification from the female role, these teachers use the classroom situation as a battleground on which they act out their personal struggle for dominance. Their own unfulfilled dependency needs as well as their aggressive impulses often find vicarious satisfaction in children's unconventional behavior, and it is likely that they tend to encourage it unconsciously, even though it conflicts with their need for control and "superior" status.

Teachers Classified as "Overshot A" or "Disturbed"

These teachers are cold and sarcastic with children, expecting conformity in behavior and attempting to impose arbitrary standards of achievement on the group. They are inconsistent in their teaching methods, they tend to fluctuate between a diffuse, non-cohesive approach and a rigid textbook presentation. They are quite easily threatened and tend to perceive many normal behaviors of children as challenges to their authority to which they respond volatilly by expressing unconcealed anger in almost explosive outbursts. They generally show a remarkable lack of sensitivity to children's needs and maintain strict control over the class by severe regimentation.

Psychologically, these teachers appear to be in a constant state of inner turmoil and tension which manifests itself in erratic behavior and in their frequently admitted tendency to "blow up." Their attitude toward authority, specifically female authority, is charged with negative and hostile feelings. Like the "C's", this seems to have originated in an overattachment to one parent, usually a domineering mother. However, they differ from the "C's" in that they are able to express a great deal of open rebellion. They are perfectionistic and unrealistic in their expectations of others, and, finding little satisfaction in interpersonal relationships, they tend to be emotionally isolated and detached. Their low frustration tolerance and inadequate impulse control are manifest in a form of vindictive "acting out" behavior, as evidenced in the classroom where they often compete with the children on an infantile level while trying to assert their authority.

APPENDIX B

EFFECT OF CERTAIN KINDS OF TEACHERS ON CHILDREN'S FEELINGS

September 1961

EFFECT OF CERTAIN KINDS OF TEACHERS ON CHILDREN'S FEELINGS

L.M.HEIL, Director of Office of Testing and Research,
Brooklyn College
Marion Powell, Research Assistant, Office of Testing
and Research, Brooklyn College

Introduction

A study[1] made by the Office of Testing and Research of Brooklyn College has revealed the relative effectiveness of different kinds of teachers with different kinds of children in promoting the development of basic skills and understandings. This study, however, did not deal directly with the effect of such teachers on possible changes in children's feelings during an appreciable period of time with a single teacher. A follow-up study has been conducted with a sample of the teachers in the original investigation to determine the effect of such teachers on children's feelings.

Procedure

The "Assessing Children's Feelings" instrument[2] was administered as a pre-test in January 1961 and again as a post-test in June 1961 to children in ten elementary school classes representing grades 4, 5 and 6. The teachers of these classes were among the fifty-four teachers who had participated in the original study. Five of the ten teachers had been classified as "B" (self-controlling) teachers and the remaining five as "C" (fearful) teachers.

Findings

Pre and post data were available from 250 children. The following table presents the number of cases (pre and post test) in each of the several "personality" groupings resulting from the analysis of the children's response to the "Assessing Children's Feelings" instrument.

---

[1] Characteristics of Teacher Behavior Related to the Achievement of Children in Several Elementary Grades. Heil, Powell and Feifer. 1960. Contract #SAE 7285, Cooperative Research Division, U. S. Office of Education. Available from the Brooklyn College Bookstore.

[2] Ibid. Appendix 2.

Table 1

Classification of Children

	Pre-Test	Post-Test
Cluster 1 (Conformers	82	91
Cluster 2 (Opposers)	51	50
Cluster 3 (Waverers)	34	33
Cluster 4 (Strivers	25	25
Mixture of Clusters 1 and 2	0	1
Mixture of Clusters 1 and 3	1	1
Mixture of Clusters 1 and 4	12	12
Mixture of Clusters 2 and 3	11	18
Mixture of Clusters 2 and 4	6	2
Mixture of Clusters 3 and 4	6	5
Non-classified	22	22
	250	250

The following table presents the post-test classification for children who were classified in one of the four clusters (1,2,3 or 4) on the basis of the pre-test.

Pre-test to Post-test Shift in Classification

	Teacher	
	B	C
Pre-test		
Conformers	40	42
Post-test		
Conformers	23	21
Opposers	1	5
Waverers	2	2
Strivers	5	1
Conformer-Opposer	1	0
Conformer-Waverer	1	0
Conformer-Striver	4	2
Opposer-Waverer	0	2
Opposer-Striver	0	1
Waverer-Striver	0	2
Non-Classified	3	6

	Teacher	
	B	C
Pre-test		
Waverers	9	23
Post-test		
Conformers	3	1
Opposers	0	5
Waverers	1	10
Strivers	3	1
Conformer-Opposer	0	0
Conformer-Waverer	0	0
Conformer-Striver	0	0
Opposer-Waverer	1	3
Opposer-Striver	0	0
Waverer-Striver	2	0
Non-Classified	0	1

	B	C
Pre-test		
Opposers	25	22
Post-test		
Conformers	4	4
Opposers	12	10
Waverers	1	3
Strivers	3	1
Conformer-Opposer	0	0
Conformer-Waverer	0	0
Conformer-Striver	0	0
Opposer-Waverer	2	3
Opposer-Striver	0	0
Waverer-Striver	0	0
Non-Classified	3	1

	B	C
Pre-test		
Strivers	13	12
Post-test		
Conformers	5	2
Opposers	2	1
Waverers	1	1
Strivers	4	4
Conformer-Opposer	0	0
Conformer-Waverer	0	0
Conformer-Striver	0	2
Opposer-Waverer	0	1
Opposer-Striver	0	0
Waverer-Striver	0	1
Non-Classified	1	0

The following assumptions have been made regarding favorable and unfavorable shifts in classification in order to summarize the total effect of B (Self-Controlling) and C (Fearful) teachers.

Quality of Shift in Classification

FROM	TO Favorable	TO Unfavorable
Conformer	Striver Striver-Conformer	Opposer Waverer Opposer-Waverer
Opposer	Striver Conformer Striver-Conformer	
Waverer	Striver Conformer Striver-Conformer	Opposer Opposer-Waverer
Striver		Opposer Waverer Opposer-Waverer

Summary of Favorable and Unfavorable Shifts

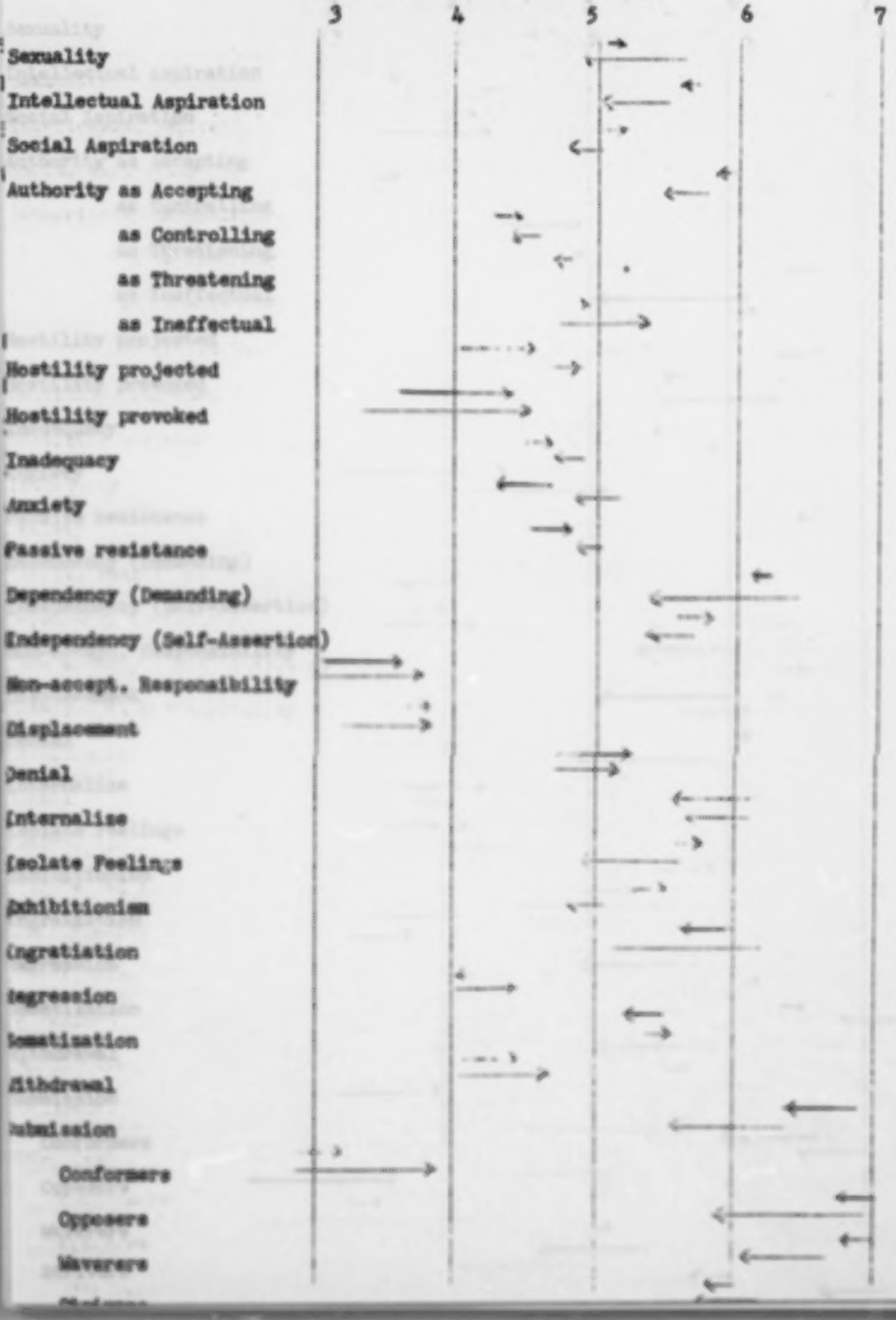
	B teacher		C teacher	
	Favorable	Unfavorable	Favorable	Unfavorable
Conformers	9	5	3	12
Opposers	7	0	5	0
Waverers	8	1	2	10
Strivers	0	3	0	4
Total	24	9	10	26

Pre-test to Post-test Shift by Categories

An analysis has been made of the pre-post test change in the twenty-five categories of the "Assessing Children's Feelings" test in order to determine the specific nature of the total shifts observed. In this analysis the mean stanine value has been computed separately for the pre and post test and separately for children falling in each of the four clusters on the basis of the pre-test. The results of this analysis are presented in the four charts which follow. In each chart the base of the arrow is the pre-test mean and the tip of the arrow the post test mean. The length and direction of the arrow therefore gives the amount and sense of the change. The standard error of the shift in means (pre-post) is approximately 0.7 stanines for conformers, 1.1 stanine for opposers and waverers (C teachers), 1.4 for strivers and waverers (B teachers). Solid arrows correspond to "B" techers and dotted arrows to "C" teachers.

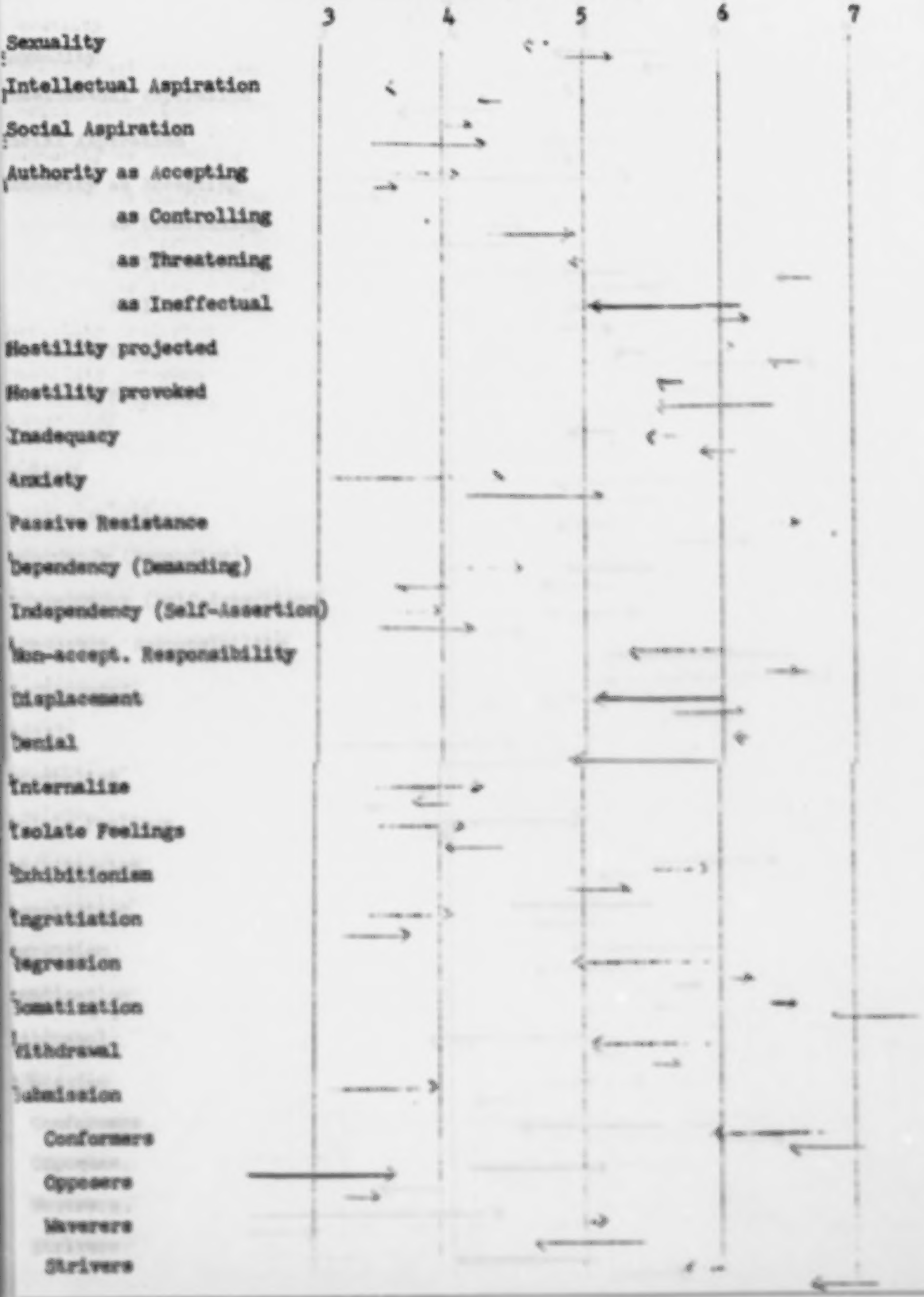
CONFORMERS

Mean Stanine Values (Pre to Post)



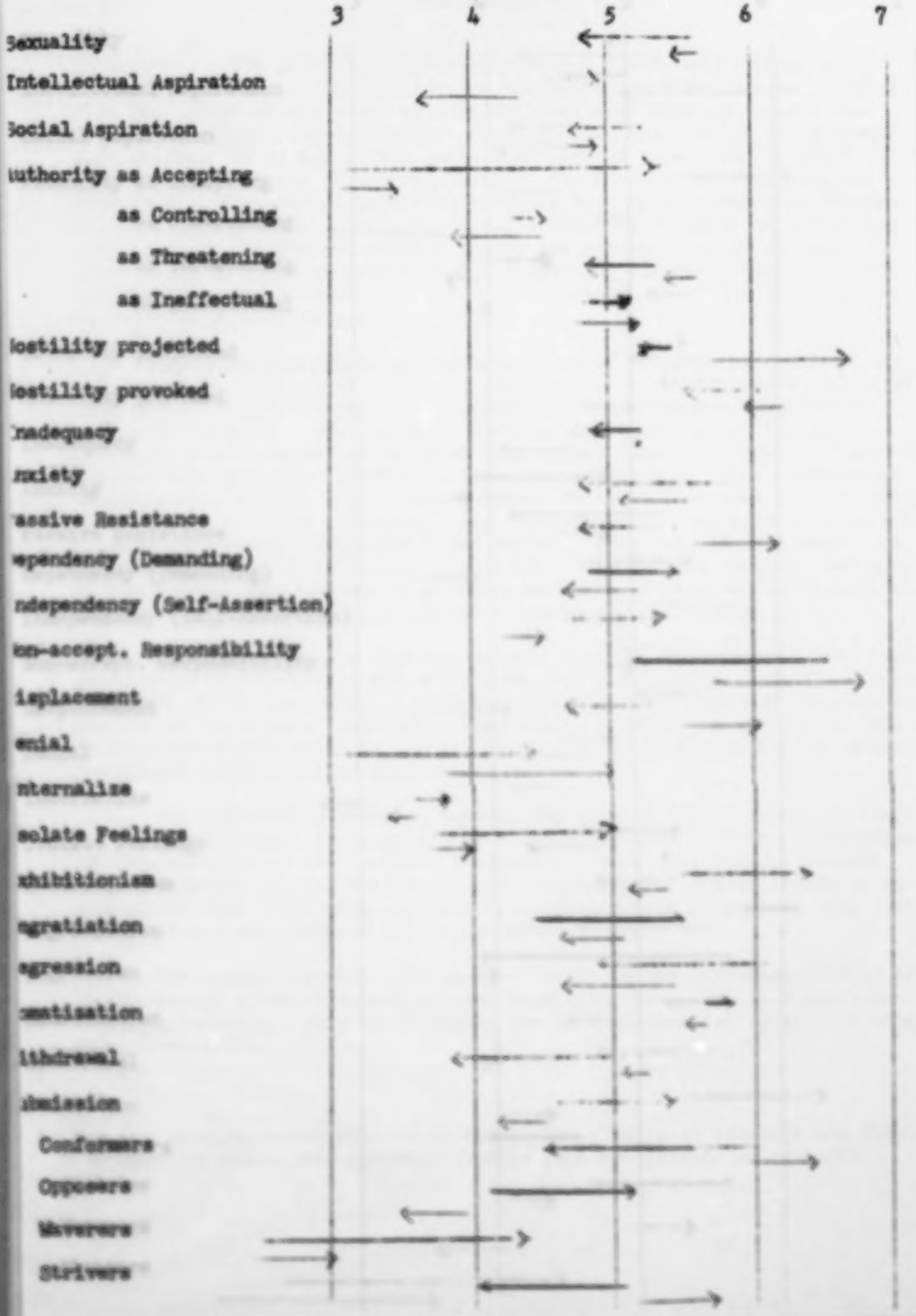
OPPOSERS

Mean Stanine Values (Pre to Post)



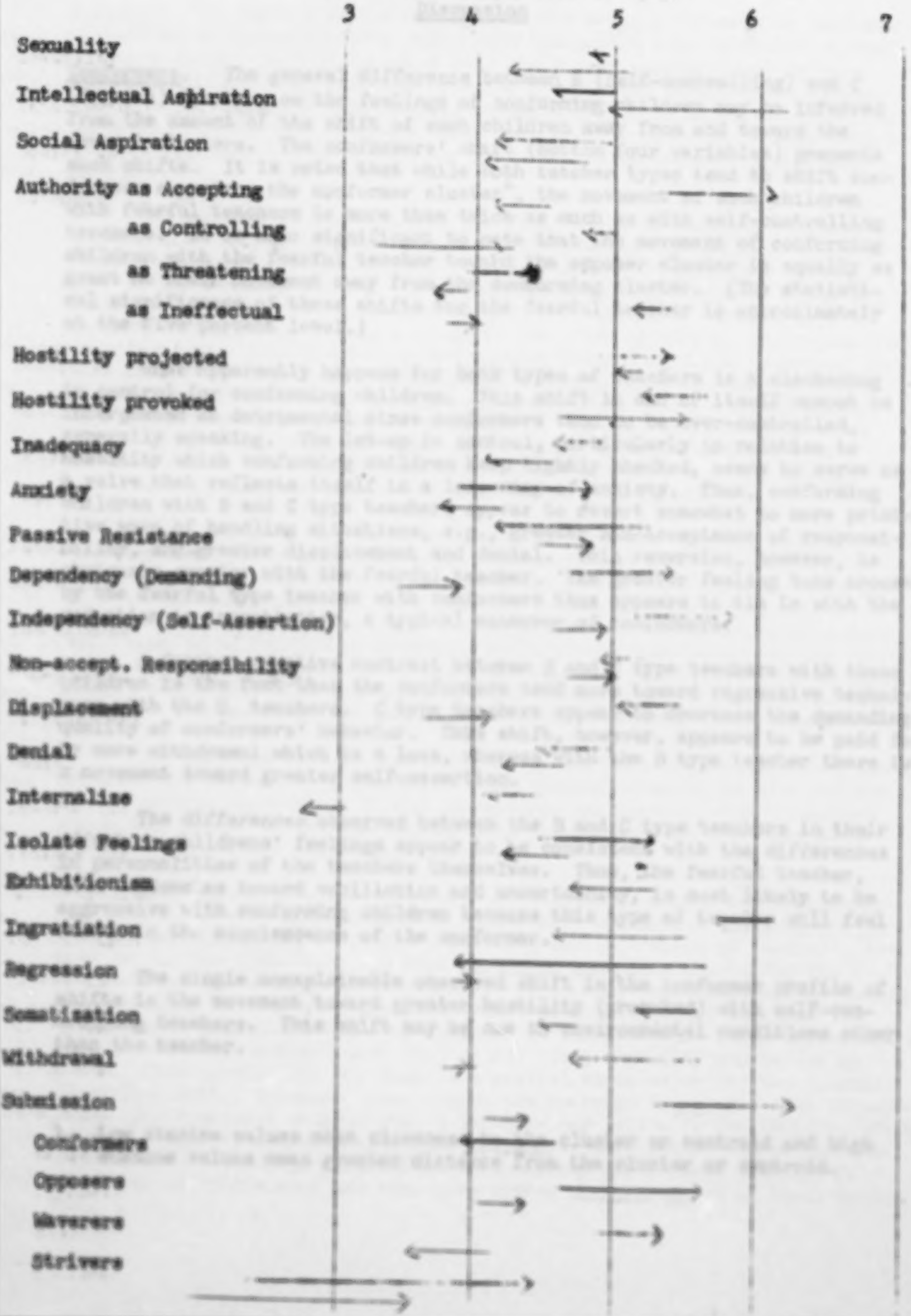
WAVERERS

Mean Stanine Values (Pre to Post)



STRIVERS

Mean Stanine Values (Pre to Post)



Discussion

Conformers. The general difference between B (Self-controlling) and C (fearful) teachers on the feelings of conforming children may be inferred from the amount of the shift of such children away from and toward the several clusters. The conformers' chart (bottom four variables) presents such shifts. It is noted that while both teacher types tend to shift conformers away from the conformer cluster[1], the movement of such children with fearful teachers is more than twice as much as with self-controlling teachers. It is also significant to note that the movement of conforming children with the fearful teacher toward the opposer cluster is equally as great as their movement away from the conforming cluster. (The statistical significance of these shifts for the fearful teacher is approximately at the five percent level.)

What apparently happens for both types of teachers is a slackening in control for conforming children. This shift in and of itself cannot be interpreted as detrimental since conformers tend to be over-controlled, generally speaking. The let-up in control, particularly in relation to hostility which conforming children keep tightly checked, seems to serve as a valve that reflects itself in a lessening of anxiety. Thus, conforming children with B and C type teachers appear to revert somewhat to more primitive ways of handling situations, e.g., greater non-acceptance of responsibility, and greater displacement and denial. This reversion, however, is obviously greater with the fearful teacher. The greater feeling tone aroused by the fearful type teacher with conformers thus appears to tie in with the reduction in ingratiation, a typical maneuver of conformers.

A further negative contrast between B and C type teachers with these children is the fact that the conformers tend more toward regressive techniques with the teachers. C type teachers appear to decrease the demanding quality of conformers' behavior. This shift, however, appears to be paid for by more withdrawal which is a loss, whereas with the B type teacher there is a movement toward greater self-assertion.

The differences observed between the B and C type teachers in their effect on childrens' feelings appear to be consistent with the differences in personalities of the teachers themselves. Thus, the fearful teacher, with tendencies toward vacillation and uncertainity, is most likely to be aggressive with conforming children because this type of teacher will feel safest in the acquiescence of the conformer.

The single unexplainable observed shift in the conformer profile of shifts is the movement toward greater hostility (provoked) with self-controlling teachers. This shift may be due to environmental conditions other than the teacher.

---

1. Low stanine values mean closeness to the cluster or centroid and high stanine values mean greater distance from the cluster or centroid.

Opposers. The general difference between the B and C teachers on children classified as opposers may be noted from the bottom four variables on the opposers chart. Here it is noted that the B type teacher tends to move opposing children away from the opposing cluster and toward the conformer cluster. On the other hand, C type teachers appear to have less effect on opposers and that such movement which does occur appears to be more toward the saverer cluster than toward the more favorable conformer and striver clusters.

An analysis of the specific variables suggests that the contrast between B and C type teachers regarding their effect on children classified as opposers is quite distinct. There appears to be little question that C type teachers enhance the maladaptive characteristics of opposers while the opposite effect is induced by B type teachers. With B type teachers the opposers reveal a movement away from withdrawal and regressive behaviors, away from displacing rather than dealing with the source of the disturbance and away from externalizing and projecting problems on others. At the same time, there is a movement toward greater self-responsibility, self-committment and control of feelings in relation to situations which may be threatening or disturbing. On the other hand, with the C type teachers all of the negative trends noted are increased and the minimal self-responsibility of opposers appears to be intensified.

The profile of shifts in feelings for opposers suggests several other things. The increase in self-assertion shown with C teachers is likely to be an increase in fantasy activity rather than anything meaningful. Furthermore, the fact that opposers become more demanding with B teachers is not as negative as it might appear. On the contrary this shift would seem to be related to a view of authority as more accepting and therefore indicate that whereas previously the opposers had little hope of their demands being met, with the shift in their focus they now foresee the possibility of demands being met and they are able to express their demands.

The opposers view of authority being ineffectual is enhanced by the C teachers and reduced by B teachers. This finding seems to be also related to the general improvement in the integration of opposers with B teachers since they appear to get the feeling with B teachers that they can place greater reliance upon authority figures.

Some questions arise, however, in relation to some specific categories. Here, as with conformers, the "hostility" categories are puzzling with better control of realistic anger seen for both types of teachers, but more so for the C teachers and with projected hostility decreasing for C teachers but increasing for B teachers. Of course, there is room for acting out hostility in all the regressive trends noted with the C teacher. It would appear possible that, with opposers in view of their other improvements with B teachers, somewhat more fantasy regarding hostility may be taking place. This possibility may also be a partial explanation for the increase in anxiety with B teachers (even though the increase is greater with C teachers). The increased anxiety with B teachers may relate to the feelings aroused by attempts to function with more effective, more adult defense patterns, whereas with C teachers such increase in anxiety may reflect feelings of authority as ineffectual and thus more linked to this aspect of their dynamics.

On an overall basis, the important thing seems to be the greater movement toward the conformer cluster with B teachers while the C teachers seem to heighten uncertainty in opposers which is also the core problem with the C teachers themselves.

Waverers. The general difference between the B and C types of teachers in their effect on children classified as waverers may be seen from the bottom four variables on the waverer profile of changes. It may be noted that B teachers appear to move waverers away from the waverer cluster and toward the conformer and striver clusters while the C teachers, although inducing a smaller shift away from the waverer cluster appear to move waverers toward the opposer cluster and away from the more desirable conformer and striver clusters.

In many ways the picture for the shift in feelings by the waverers is similar to that for the opposers with the influence of the C teacher tending to be detrimental for these children. The strongest similarity is in the area of self-responsibility where here again the attitudes of more realistically evaluating reality, dealing more directly with threats in the environment and accepting responsibility for events, i.e., dealing more effectively with people and the world, is encouraged by the B teacher and discouraged by the C teacher. Here again this seems to be related to the shift in seeing authority as accepting. It appears also that the waverers become more demanding with the B teacher and less so with C teachers thereby suggesting the underlying feeling that authority can and may meet their needs.

Waverers, however, appear to pick up some of the more superficial ways of dealing with authority figures, namely with more ingratiating techniques and "showing off" more. This latter trend may have some positive self-aspect in that the waverers may begin to feel that they have something to "exhibit" and may even relate to the increase in intellectual aspirations with B teachers as opposed to the decrease in such aspirations with C teachers. It may also relate to the fact that there is considerable decrease in viewing authority as threatening with B teachers.

Though self-assertiveness is up with both kinds of teachers, the increase is considerably greater with B teachers. This may be a function of the general increase in comfort and security indicated in the waverer profile of shifts with the B teacher.

The effort to control feelings although increased for both kinds of teachers is increased considerably more with B teachers, an important positive shift with these anxious children.

Such poor patterns of behavior as withdrawal and infantile-crying appear to decrease with both types of teachers but again more so with the B teachers.

With the hostility component, passive resistance is down for B teachers and up with C teachers as is projected hostility. Hostile components thus seem better controlled with the B teacher.

It is interesting to note that waverers appear to see authority as ineffectual more with both B and C teachers although somewhat more with C teachers. The contrast of this shift with that of the other three classifications of children suggests that this is a projection of waverers' ineffectiveness and how such ineffectiveness interferes with an accurate perception of authority.

A tentative explanation is offered for the finding that anxiety in these "anxious" children decreases with both B and C teachers. With B teachers this seems understandable in terms of their positive personality gains and greater effectiveness. With C teachers it is suggested that the anxiety decreases because the teacher acts out their anxiety for them so that the apparent gain is not one stemming from greater inner strength and better integration.

On the overall basis, the detrimental aspect of the C teacher involves the fact that the shifts noted in waverers is in the unfavorable direction of the "opposer" while with the B teacher it is more toward "conforming" and "striving".

Strivers. Contrasts between B and C type teachers with strivers seem similar in some respects to that seen with both opposers and waverers, namely that there is a movement away from more primitive types of defenses into more mature ways of handling themselves. While to a large extent, strivers tend to displace more, withdraw more, move further away from acceptance of responsibility for their actions and diminish control over their feelings with C teachers, they tend to move in the opposite way with B teachers. Regressive ways of reacting also decrease with B teachers to a considerable extent and there is less tendency for "passive resistance" feelings.

Striving in the area of school achievement seems to let down somewhat with both B and C type teachers as does social and boy-girl concerns. The movement here is seen to a larger extent with B teachers. Since strivers are the most competitive of all the classifications one may wonder whether the whole complex is not really a diminution of competitive concern and whether this is not also connected with the decrease in ingratiating techniques also, especially with C teachers.

With B teachers, also, strivers become more demanding (to some extent true also with C teachers) while at the same time they are less submissive and more self-assertive. Both on a comparative and an absolute basis this change is greater with B teachers. With C teachers submission increases slightly.

As with the other groups, some of the shifts in the profile seem quite puzzling - while it seems a realistic appraisal for provoked hostile responses to increase with C teachers and decrease with B teachers as does occur. The increase of projective hostility with B teachers and not with C teachers seems strange. So, too, does the fact that C teachers increase the perception of authority as controlling while this goes down somewhat with B teachers. B teachers contrast with C teachers also in the shift of the view of authority as accepting with this decreasing for latter and increasing for former. The anxiety category also seems a puzzle with anxiety scores increasing with B teachers with a very slight reversal for C teachers.

The profile patterning suggests one possible explanation for this, and that is that the increase in the use of more mature behavior patterns, sparked, perhaps, by the view of authority as more accepting arouses a certain amount of anxiety, in this case accentuated by the problems which might arise from being both more demanding and less submissive at the same time. In this event, anxiety as measured here - being more concerned with "Am I doing the right thing" could increase - as it does.

On an over-all basis, it is not at all clear whether there is any specific direction in which C teachers are "moving" strivers. With B teachers, the movement seems to be in the direction of conformers who are more controlled, less competitive and less exhibitionistic than the strivers.

Summary

The "Assessing Children's Feelings" test was administered as a pre and post test covering a five-month interval in ten elementary classes representing grades 4, 5 and 6. Half of the teachers had been previously classified as "self-controlling" and half as "fearful". The evidence reveals all-over that the "self-controlling" teacher induces a positive shift in 24 of 87 children, and a negative effect for 9 children, whereas for the "fearful" teacher only 10 children have positive shifts in classification while 26 have negative shifts.

A detailed analysis of the profile of shifts reveals furthermore that the positive effect of the "self-controlling" teacher is most outstanding with the feelings of opposing and wavering children, and that the specific nature of the changes in feelings is consistent with the personality description of the self-controlling and fearful teacher as evolved from the teacher's responses to the Manifold Interest Schedule. It would appear that even more striking changes would be observed during a period of ten months, a normal school year.

APPENDIX C

CASE STUDIES OF TEACHERS CLASSIFIED ON THE BASIS OF THE MANIFOLD INTEREST SCHEDULE

TEACHERS CLASSIFIED AS "A"
ON THE BASIS OF THE MANIFOLD INTEREST SCHEDULE

Case No. 4

Observation -- Meissner -- 2/20/61

This fifth grade class in its composition seems unexceptional, save for all having been selected as having musical aptitude, but in its pattern of operations, the teacher's "handiwork", it seemed exceptional. During the hours that I observed (10 AM-3 PM), two aspects of this unusual pattern appeared consistently throughout the day, namely; first, the class seems to "run by itself" a good part of the time, with the teacher in considerably less interaction with the class as a whole or its members than usual; secondly, what at first glance appears to be confusion or even disorder, instead, on closer inspection, appears to be a highly organized group process with most of the students most of the time carrying through his responsibilities in a businesslike fashion while at the same time exercising his perogative of doing what he wants, how he wants to as long as he operates with the explicit structure of tasks, rules, schedule.

During the day, the teacher seldom played an active teaching role, though she did teach unobtrusively at other times. Her most extended group teaching period, the music hour, was impressively well conducted, with her being, appropriately, in control all the time. Her directions seemed clear to the children and well-respected; her criticisms had good affect without being personalized. During current events, when she could often have "taken over", she participated only to the extent of occasionally supplying information or reminding the group that some children had not looked up enough source material before facing the class. This current events period, a modified "show and tell" session, otherwise seemed to run itself. The row that was to participate, lined up with their materials, then, in turn, presented whatever they had brought to the class, and answered questions (floods of them sometimes) from the floor. Occasionally, when they lacked answers, the teacher reminded them of sources they could have consulted.

It seemed clear that the teacher during this hour could have packed in much more information by supplementary and pointing up some of the individual children's contributions. However, had she done so, it might have reduced measurably the poise with which the class served as questioners. The teacher later spoke of this as a supplement to reading in her program to give wider language experience to the children.

Reading is taught individually. The children read books of their own choosing and prepare, on index cards, the reference data, a brief comment on some feature of the book, and a list of unusual or unfamiliar words. Each day, certain children in turn have their individual reading lesson, which consists in a discussion of material centering around their cards plus some reading aloud. In these conferences the teacher seemed more emotionally responsive to the children's interest than at any other time - smiled freely for the first time all day.

The teacher gives the impression, indeed, of being a tightly controlled person whose feelings are deeply disciplined, and seldom openly displayed. Her upright carriage and restrained, austere manner were reminiscent of a New Englander. Communication with children individually or as a group is done in a matter-of-fact way that brushes aside any undercurrent appeals from children for extra tokens of attention or affection. At the same time, she is neither a cold nor an angry person. Her manner indicates empathy with most, if not all, of the children, and real respect for each individual. It is this last aspect of her attitudes that I would guess contributes most directly to producing what I would call a general serenity of classroom operation. Disciplining is launched against the behavior, within the framework of the task, and not against the person or his self-respect. Several times she spoke out somewhat irritatedly to a child about some behavior that seemed out of order, but put it in a way that invited the child to explain if he had a sensible basis for his unstandard behavior. There was very little "disciplining" in a negative sense, done throughout the whole day and lots of "unstandard" behavior permitted. It would appear that the teacher expects that children need some freedom to wiggle, get up and move, take various seat positions, communicate with peers, etc. and she permits such freedom as long as work or other's work are not interfered with. Most children showed good judgment in their use of such freedom. At the same time, she seemed to keep close tabs on the group, and, with a deft touch, intervened after a time to turn a child back onto the track when his excitement threatened to spill over into the group.

The functioning of the art sub-group illustrates in miniature the impact of her methods upon the development of self-regulation. Each day, in turn, two children are allowed to paint all day except for such essentials as copying material from the board. The two observed functioned well almost completely on their own except for occasional approving nods from the teacher. The listed Rules for Painting seemed taken for granted as they moved easily in and out of the room for materials, exchanged comments, slipped quietly back to essential desk work, and ended by a businesslike clean-up operation. Throughout the day, they looked relaxed and involved in their art production.

Consonant with this attitude of supporting self-discipline, there was a striking absence of regimentation - no sitting at attention, standing immobile in straight lines, enforced dead silences for silence's sake. Class tension level seemed always at a comfortable and educationally useful level. Transition times were not invitations for disruptive behavior. Transition to music class furnished a good illustration: reminded to bring something to work on (a story book, the NY Times, spelling lists were among the individual choices noted), the line formed informally, moved up to the next floor under minimum directions with children chatting among themselves in an orderly fashion while waiting for the room to be unlocked. The return was effected in a similarly informal and easy fashion. During the ensuing music performance period, as well as during the later current events period, class tension level rose sharply but remained task-focussed. Even the reading period at the end of the day was a peaceful one. With only five directly involved in the actual reading instruction, the rest were most of the time sufficiently engrossed and at ease that even the (intolerably, to me) numerous intrusions of outside individuals (monitors, etc.) into the room seemed to cause no more than momentary interruption. The only exception was a small hyperrestless, self-involved little boy whose involvement throughout the day was superficial and who, in almost any other room, could have established peer fame as the group clown.

The room and its operations could not be labelled "neat" but order amid the diversity was always present. Even the seating followed this pattern - central seats ranged in banks of two front to back with a solid line of seats facing inward on each side, and the teacher's desk at the rear - an arrangement that provided an easy flow-pattern. With the day's schedule on the board (and in their heads) the children seemed to have a clear idea of what to expect. Numerous minor executive tasks and housekeeping functions had been delegated to the children in turn, and seldom did a child need to be reminded that it was his turn or when and how he should carry out his tasks, game chairman, librarian, board monitor, etc.

This freedom to exercise autonomy within an explicit and regulated framework, and the children's sense of being respected as individuals, produces not only easy group functioning, but also good peer relationships. This conglomerate group of 29 children contains five negroes, a few noticeably self-involved and rather disturbed appearing children, with two-thirds of the girls and a few boys being obviously in the throes of pre-adolescent changes. Yet there were many indications of well modulated rivalry feelings, operating consideration for others, and sense of fairness and tolerance toward each other, with no indications of in-group-out-group cleavage or scapegoating.

There is no doubt, thus, that the teacher has succeeded in organizing class functions and mobilizing individual motivations toward sustaining a good group climate under which most of the children most of the time are well-involved, with satisfaction in their educational tasks, and are finding a way to live comfortably with authority and peers. Regarding the teaching effectiveness of the teacher in the three R's or the richness of her over-all program, I have not been able to form a clear impression. I was not able to listen in on reading conferences to judge performance quality. It was apparent, at least, that almost all of the children had come to the point where they could enjoy plunging into a book of their choice, and some, judging by the stack of cards prepared, are already voracious readers. The music class clearly nets effective formal training in ear-training, music reading, and the beginning of technical skill at an instrument. More than that, most of the children conveyed the impression of having developed a satisfying and serious identification with their musical tasks (and instruments - you would think, as you watched them, that these were their own proud possessions).

Spelling seemed routine (I did not ask whether their individual word lists ever figure into this). Similarly, the arithmetic lesson seemed unexceptional except that it, too, almost"ran itself". Instructions were briefly presented on the board to "write all the mult. and div. combinations of 6's." There were no questions asked; yet, when she walked around at closing time and glanced at each work sheet, all seemed to have done it properly, with only one selecting to finish it at home.

Social studies was the greatest puzzle. It consisted solely of their copying from the board a long outline-form statement of certain features of colonial life, with the children industriously copying it down without comment. There was, on the side board, a list of social studies committees, one of which, I noted, was directly concerned with the area of information covered by the outline. Whether this material, then, came out of their own exploration and study, or whether it was just given to them "canned" I failed to find out.

There was illustrated material posted to indicate some study of marine life - the only indication I noted of a science program.

Thus, it was not clear from my partial day of observation how effective the teacher is in producing testable progress in some of the formal content of the curriculum. At the same time, I was impressed by the educational gains in some areas, and with her ability to produce a climate in which children were able to enjoy and feel genuinely involved in their educational work, and in which children were developing well in regard to self discipline, and respect for themselves and others. The teacher does not function at all as a "mother" or a "therapist", but as a disciplined but permissive adult who can facilitate ego-growth through education and group process.

Case No. 4

Observation -- Adler -- 1/23/61

The teacher of this 5th grade is a tall, slim lady, very much in control of the situations, but without the display of a special effort. The work is well structured by content units (arithmetic, spelling-bee, music, social studies, current events). The units are predetermined for the children, but, since the class is a group of achievers above the average, the mastery of content and of skills would have a priority over pupil-teacher planning. Nevertheless, during the units, all children do not seem required to do the same things. For instance, two boys were painting during the arithmetic unit, the social studies unit, and a part of the current events unit. These two boys seemed to know very well when and where they would cover the material covered by the class, while they were painting. They also took their seats, and, then went back to the easel every now and then to add a touch. Obviously, the "work of art" was with them constantly. It grows in their minds, without any prompting on the part of the teacher. The day was the Monday after the heavy snowfall on Friday, the 20th, and the principal had to make a few announcements through the loud speaker, concerning the throwing of snowballs, etc. The teacher wrote these announcements on the board while they were given through the loud speaker. Thus, the children learned some spelling incidentally, and, through the attentive attitude of the teacher, who seemed to function as a self-appointed secretary of the principal, the children also learned to comply with rules, without being told explicitly that they were expected to comply.

Constantly, opportunities were arranged to function democratically, through the distribution of the milk bottles, through the orderly (table by table) procedure of taking books home from the classroom library, through going to the wardrobe to pick up their coats(table by table), since the temperature on this cold day made it advisable for those who wanted to, to sit in their overcoats. The unit in music was remarkable. The class was taken to a music room, where a considerable number of instruments, violins, cellas, etc., was available. The children picked up the instruments assigned to them, and, group after group, slipped up to the teacher at the piano, who tuned their instruments. Those seated did some of the tuning of their own. There was a good deal of noise, consequently, but it all served the purpose of tuning. In the hands of a less skillful teacher, there would have been the chance for perfect bedlam, or, there would have been oppressed silence. Neither one of the two prevailed here. Finally, the instruments tuned, the class rehearsed a simple orchestrated melody. The result could have been more resounding for the ears. But there was no intent to perform for the benefit of the visitors.

Back in the classroom, the unit on social studies was devoted to a study of Colonial Conditions in America. Key words and sentences were on the board. It seemed a bit prefabricated, so as to serve not so much Social insights as the use of new words. The class was always *almost* in excellent control. At times, when the teacher was busy writing on the board, a child was noticeably inattentive for a short time. The teacher, well aware of this, did not hurry to turn around, to correct. She eventually seemed to find the moment when she would call the child back to his (her) duties, but without carping, very calmly, firmly and kindly matter of fact.

The Current Events units consisted of a series of presentations of the children's hobbies, coins, poetry books, experiments, election of the President, etc. The children actually communicated their interests to one another, arousing interest. *They decidedly did not act so as to satisfy the teacher only*, but they were genuinely absorbed by these interests. One girl did not seem to know too well what she was talking about and not able to answer questions. The teacher pointed out the need for better information for such an occasion, but again, without shaming the child, but rather explaining why it did not work too well and how it could work better. As for *structure*, the day seemed broken up in *predetermined units*, without much teacher-pupil planning, but so that the work seemed acceptable to the pupils. As for *discipline*, it was excellent. There were *very few* indications of boredom, whatever was demanded was not commanded, but very reasonably explained as needed and accepted in that sense. As for *stimulation*, it seemed to *grow* and to become intellectually and emotionally more distinguished as the day went on.

TEACHER'S
PSYCHOLOGICAL EXAMINATION
CASE NO. 4
May 31, 1961

This woman was informal, almost chatty, and very girlish. There was no ice to break. She talked easily, and it was not long before she was telling me all about her private life, her troubles and struggles with her husband and children, her rewards and pleasures, and her private aspirations.

The central feature of her personality is her bubbling, creative, imaginative drive. It is not a creativity of a greatly original sort; one would not look for original artistic productions of any serious or enduring order. The chief feature is its vitality. There is an adolescent quality about this fifty-year-old woman- - an inquisitiveness, a naive, unquenchable curiosity about what life and the world are like. She is eager to live, and gives the impression that her life is opening out, and the best parts are yet to come. The effect is one of youth and growth; and in this respect she has retained something of a child's quality. It seems certain that in the classroom she would be incapable of providing the children with anything deadening or stultifying.

She is not a woman of great intelligence. At best she is bright-normal. But it is an intelligence rooted in the realities of everyday life. She knows, for example, that to live, one needs money. Asked why she volunteered for this research, she did not make a speech involving high-flown principles, but said very simply that she needed the money. In her teaching she would not be likely to stray far from the concrete, the ordinary, the intelligible and real. She would probably not indulge in fine distinctions, or meaningless abstractions, but would stay close to the plain and practical.

She is not a person of much experience with the world or with people. Her relationships have been limited, and she has not, by nature, a great deal of interpersonal sensitivity, although since she has had some psychotherapy, her awareness of others appears to have increased somewhat. Basically, she is a somewhat timid person, lacking self-confidence and overly conscious of handicaps, some of them imaginary. For example, her motivation for adopting a career as a teacher was "because I didn't think there was anything else that I could do." She has always felt that whatever gifts or talents she might possess have been buried under an outward clumsiness.

TEACHER'S
CASE NO. 4 - 2

It is probable that in the teaching situation, where her feelings of inadequacy are minimized, and where her child-like qualities of curiosity, vitality and imaginativeness are at her disposal, that she would be very successful.

Aurelia Levi, Ph. D.

Observation - Duker - 3/2/61 - Case No. 6

This is a class on non-English speaking children from Puerto Rican, British West Indian and American Southern backgrounds.

Room arrangement

Despite of the almost unsurmountable handicap of a small room crowded with fixed furniture, the room is neat and attractive. There are no bulletin boards but attractive material is posted on the walls. The T's desk is in the front center of the room there literally being no other place in which it could be physically placed.

Arithmetic

The children respond enthusiastically in doing their arithmetic homework examples on the board. It is obvious that they have learned meaningfully the four fundamental processes. The teacher is clear and patient in her explanations. Good work is praised and errors are not treated negatively. Children then do problems at their desks.

Reading

While the children were doing their problems at their desks, T is putting the new words in reading on the board. An excellent drill on these words is then conducted. There are two groups in reading. One has a workbook assignment relating to alphabetizing. The other reads a story in their reader--the children read very well in a variety of accents and seem to have excellent comprehension.

Spelling

This is a calm relaxed discussion of spelling words followed by a stress-less test. The pupils correct each others papers, signing their name to the paper they have corrected.

Penmanship

The models put on the board by the teacher are not of the best. The children copy the letters and words while the teacher circulates and helps them.

Science

Discussion of planting seeds in a wet blotter. Record keeping is discussed and started.

Language arts

Two groups discuss community helpers at different levels of

Observation - Duker - 3/2/61 - Case No. 6-2

difficulty.

T (who I think is very competent) is concerned about the adequacy of her work. She is constantly coming to the observers and apologizing for the inadequate quality of her work.

Case No. 6 - Dale Mendell - March 1961

The teacher's manner is usually friendly, patient and quietly enthusiastic. She is genuinely interested and involved both with teaching the children and with their individual needs. She is well-organized in her presentation of subject matter and effectively handles the alternate teaching of two sections of the class. The children are permitted to leave their seats without consulting her for routine matters such as pencil sharpening, but they are expected to do these things quietly, and to work silently while she is teaching the other section of the class. While a lesson is accompanied by enthusiastic talking and occasional giggling, the teacher quickly calls for silence when the children grow too noisy outside of the lesson. Although generally affable, she is able to display annoyance and be quite stern wher she feels it necessary. This generally occurs during transitions between lessons, when the children are noisier than usual.

This is an eager, alert and interested class. They feel free to ask questions and make suggestions. In general, these are picked up and utilized by the teacher (e.g., when planting beans between a blotter, one of the children was disturbed by the idea that the top portion of the blotter might smother the seed. The teacher's response was to promise to plant beans on top of a blotter the next day and then compare the two plantings.) The class is also very sensitive to their teacher's reactions. They will generally quiet down at her look or gesture. One of her most effective techniques to gain quiet is raising her hand as she tells them to raise theirs instead of calling out.

When giving a lesson, the teacher is lively and dramatic, and the children respond enthusiastically. She gives a good deal of individual attention academically listening to each child attentively, stopping to ask a child about his progress in a area with which he'd been having difficulty. Children are only given a short time to correct a mistake made in front of the class; the teacher uses the technique of quickly calling on another child to respond to the question. Her infrequent display of impatience occur when more than two children give the wrong answer. Perhaps in response to this technique, the children are quick to laugh at a child who gives the wrong answer. However, the laughter is pleasant, not malicious, and the teacher quickly quiets the children.

The teacher and the children are quite involved at a personal level. Discipline frequently consists of personal disapproval, e.g., "Class, you've been letting me down," "I don't like your sitting that way." She notices personal habits is very aware of the children as individuals and uses praise and encouragement freel and meaningfully. As noted above, the children are very sensitive to her tone. They clamour for her attention, are obviously fond of her and are generally very complian However, they are also capable of working independently and of chatting quietly amon themselves.

This is a happy, contented, busy class. There are rarely any lapses of time between lessons, and they eagerly engage in each new task. They work hard, but their efforts are accompanied by laughter and they are given many chances to stand up, go to the board, speak loudly and stretch, thus releasing some of the tension that is built up. The children are free to correct the teacher and she accepts corrections with good grace; they quietly walk up to her with personal requests, to which she generally acquiesces.

Case No. 6 - Dale Mendell - March 1961

The teacher's manner is usually friendly, patient and quietly enthusiastic. She is genuinely interested and involved both with teaching the children and with their individual needs. She is well-organized in her presentation of subject matter and effectively handles the alternate teaching of two sections of the class. The children are permitted to leave their seats without consulting her for routine matters such as pencil sharpening, but they are expected to do these things quietly, and to work silently while she is teaching the other section of the class. While a lesson is accompanied by enthusiastic talking and occasional giggling, the teacher quickly calls for silence when the children grow too noisy outside of the lesson. Although generally affable, she is able to display annoyance and be quite stern when she feels it necessary. This generally occurs during transitions between lessons, when the children are noisier than usual.

This is an eager, alert and interested class. They feel free to ask questions and make suggestions. In general, these are picked up and utilized by the teacher (e.g., when planting beans between a blotter, one of the children was disturbed by the idea that the top portion of the blotter might smother the seed. The teacher's response was to promise to plant beans on top of a blotter the next day and then compare the two plantings.) The class is also very sensitive to their teacher's reactions. They will generally quiet down at her look or gesture. One of her most effective techniques to gain quiet is raising her hand as she tells them to raise theirs instead of calling out.

When giving a lesson, the teacher is lively and dramatic, and the children respond enthusiastically. She gives a good deal of individual attention academically listening to each child attentively, stopping to ask a child about his progress in a area with which he'd been having difficulty. Children are only given a short time to correct a mistake made in front of the class; the teacher uses the technique of quickly calling on another child to respond to the question. Her infrequent display of impatience occur when more than two children give the wrong answer. Perhaps in response to this technique, the children are quick to laugh at a child who gives the wrong answer. However, the laughter is pleasant, not malicious, and the teacher quickly quiets the children.

The teacher and the children are quite involved at a personal level. Discipline frequently consists of personal disapproval, e.g., "Class, you've been letting me down," "I don't like your sitting that way." She notices personal habits is very aware of the children as individuals and uses praise and encouragement freel and meaningfully. As noted above, the children are very sensitive to her tone. They clamour for her attention, are obviously fond of her and are generally very complian However, they are also capable of working independently and of chatting quietly amon themselves.

This is a happy, contented, busy class. There are rarely any lapses of time between lessons, and they eagerly engage in each new task. They work hard, but their efforts are accompanied by laughter and they are given many chances to stand up, go to the board, speak loudly and stretch, thus releasing some of the tension that is built up. The children are free to correct the teacher and she accepts corrections with good grace; they quietly walk up to her with personal requests, to which she generally acquiesces.

Case No. 6 - 1
Psychological Report

INTEGRATED SUMMARY - August 1961:

This is a tall, large boned, attractive Negro woman of about 40 who has a rather graceful, majestic carriage. The impression that she created during every one of her interviews here was that she must put her best foot forward and create a strong positive image. This exaggerated emphasis on sweetness, kindness, generosity, and softness suggests the presence of less acceptable, ego-alien impulses that are rarely permitted direct conscious expression. The projective test findings indicate that aggression and competitiveness are two very important factors that motivate her behavior, and yet through masochistic self-effacement, one is led to believe that this is a woman who is content and comfortable with her lot. The sharp discrepancy between basic attitudes of resentment versus surface agreeableness and statements of self-satisfaction have helped to create a brittle, poorly integrated character structure. The over-riding wish for approval has closed off many channels of self-expression and genuine ventilation of feelings and has made for a shallow, not very rewarding social adjustments.

Typically, she glosses over disturbing traits in others, and tends to justify their shortcomings in terms of her own limitations. Not only does this make for a distorted, insensitive response to others, but more significant, it leads to a constant undermining of her own resources. In the context of such "tolerance," we can expect that she has seldom experienced real pleasure in her relationships. She will always have an unconscious feeling that her need for achievement, recognition and prestige can never be fulfilled through concrete personal accomplishments. By identifying herself with other more "successful" people, she manages to partially conceal her rage against a world whom she feels has put her down. By frequently rationalizing and justifying the other person's point of view, she never has to face her own frustration, envy, and sensitivity.

One would think that her pervasively "glowing" reports on life give rise to blanket, rigid, rather undifferentiated reactions to new situations. People are handled by being pleasant and accommodating them and keeping them off in a distance. The anticipation here is that if intimacy or genuine relatedness is permitted, then feelings might be generated that would circumvent the careful self-image that she has constructed to present to outsiders. Loss of poise and self-control is invested with an unusual amount of anxiety and apprehension.

The diagnostic impression is that this is a passive-aggressive character formation that is riddled by many doubts and internal inconsistencies. The possibility of an underlying schizophrenic process must be taken seriously.

Theodore Saretsky, Ph.D.
ASSISTANT PSYCHOLOGIST

TEACHERS CLASSIFIED AS "B"

ON THE BASIS OF THE MANIFOLD INTEREST SCHEDULE

Observation - Duker - 12/2/60 - Case #1

I. The classroom is attractively arranged.

Children's work (largely arts and crafts) has a prominent place. "Improved" written work is also displayed.

Free and inexpensive materials are also exhibited, e.g., Ford Motor Company posters on measures of length. On book-shelves are General Motors booklets.

Current unit on Mexico is evidenced by table of Mexican articles -- hat, canned goods, etc.

Books are available on open shelves -- a variety of text-books and trade books.

One of two chalkboards is used as bulletin board.

There is a "suggestion box" labelled "What's on your mind?"

Furniture is movable but on this day at least it is fixed and might as well have been nailed to the floor. The furniture is skillfully arranged so as to allow three aisles.

Teacher's desk is in front of room facing the class.

II. The program for the day is jointly planned by teacher and pupils.

There is a pupil chairman who calls on pupils but teacher is dominating factor and writes plans on board.

Teacher vetoes children's ideas on occasion (giving reasons) but is generally accepting of children's ideas. It is difficult to determine whether the accepted suggestions are in fact good "guesses" as to what was already in teacher's mind or whether they are genuinely children's ideas and accepted as such by the teacher.

The final program, however arrived at, is a comprehensive one providing for frequent changes and covering most areas of the curriculum.

III. There is a tremendous enthusiasm for learning among the pupils.

Obviously a great interest in music (This is one of the teacher's strong points). Lesson using the recorder is greeted with pleasure and participated in by all.

When the "What's on your mind" folder is emptied and discussed at the end of the day, half the complaints deal with not getting called on often enough. One complains about not having his share of "jobs".

When a question is asked almost all hands fly up.

Observation - Duker - 12/2/60 - Case #1

I. The classroom is attractively arranged.

Children's work (largely arts and crafts) has a prominent place. "Improved" written work is also displayed.

Free and inexpensive materials are also exhibited, e.g., Ford Motor Company posters on measures of length. On book-shelves are General Motors booklets.

Current unit on Mexico is evidenced by table of Mexican articles -- hat, canned goods, etc.

Books are available on open shelves -- a variety of text-books and trade books.

One of two chalkboards is used as bulletin board.

There is a "suggestion box" labelled "What's on your mind?"

Furniture is movable but on this day at least it is fixed and might as well have been nailed to the floor. The furniture is skillfully arranged so as to allow three aisles.

Teacher's desk is in front of room facing the class.

II. The program for the day is jointly planned by teacher and pupils.

There is a pupil chairman who calls on pupils but teacher is dominating factor and writes plans on board.

Teacher vetoes children's ideas on occasion (giving reasons) but is generally accepting of children's ideas. It is difficult to determine whether the accepted suggestions are in fact good "guesses" as to what was already in teacher's mind or whether they are genuinely children's ideas and accepted as such by the teacher.

The final program, however arrived at, is a comprehensive one providing for frequent changes and covering most areas of the curriculum.

III. There is a tremendous enthusiasm for learning among the pupils.

Obviously a great interest in music (This is one of the teacher's strong points). Lesson using the recorder is greeted with pleasure and participated in by ALL.

When the "What's on your mind" folder is emptied and discussed at the end of the day, half the complaints deal with not getting called on often enough. One complains about not having his share of "jobs".

When a question is asked almost all hands fly up.

One gets the impression of constant alertness and attention on the part of almost all of the pupils.

During radio program, rapt attention is the rule and children are so eager that they anticipate the answers given on the program.

IV. No occasion for incidental learning is overlooked.

When December 2 is noted as the date a brief discussion results on the origin of the month's name and other words with the same root are discussed. This is done casually, quickly, and then left without having interfered with the course of the lesson.

Anniversary of Monroe Doctrine is used to quicklyreview its meaning and to briefly discuss Cuban situation.

In connection with math lesson on arranging decimals in descending order 0 degree temperature is discussed.

When children's singing ends with a Spanish song (no doubt, learned in connection with Mexican unit) teacher used Spanish phrase for "be seated" to end the singing lesson.

V. Rapport between teacher and pupils is obviously excellent.

Children appear to be at ease rather than tense.

Children feel perfectly free to speak their minds.

Obvious desire exists to do small personal tasks for teacher: e.g., girl is so pleased to be asked to put shoes in closet.

VI. Teacher tends to dominate situation but while classroom climate could not be called pupil-centered the situation is not an unhappy one at all.

In planning the day the pupil chairman is not really in charge; she merely calls on children for suggestions and even that task is not left exclusively to her. Suggestions themselves are acted upon and accepted or vetoed by the teacher who stands over the chairman physically as well as in authority.

Frequent questions such as "Am I right children?" and "Right?" are asked for which no answers are expected or given.

Use of "I" and "me" in teacher's speech are not frequent. In one sample ten minute period 4 and 7. (This is much less than average).

Children's raised hands are frequently ignored (in this eager class of bright children this seems essential in the interest of making any progress from topic to topic.)

Teacher cuts off discussion without hesitation when she deems it desirable: e.g., in discussing maps when youngsters want to go far afield, teacher is accepting but firm in holding discussion to points raised by her: e.g., in math lesson when teacher uses 0 degree temperature as illustrative of fact that 0 is not always "nothing", she cuts off discussion of absolute zero temperature.

In reading and discussing the children's contributions to the "What's on your mind" folder (in which anonymity is apparently permissible) teacher makes a point of fact that she recognizes the handwriting on an anonymous contribution.

Teacher frequently asks leading questions calling only for exact answer desired and accepts only that answer.

Teacher frequently frames questions in form of incomplete sentence thus forcing exact answer desired.

Teacher, while accepting of everything children say, has no hesitancy in saying "no" firmly and uniquivacably when wrong answers are given.

When children are given book reports teacher stands over them and overpowers them physically and also often dominates discussion.

There is a student teacher in the room who takes no part in the proceedings except to open the window and draw the shades. I get the feeling that this is not an unusual pattern which, of course, may well be due to a lack of initiative on the part of the student teacher.

This teacher domination is recognized by at least one pupil who in her contribution to the "What's on your mind" folder states that when she is called on, the teacher often interrupts and does not give her a chance to recite. Teacher reads this note to the class in good spirits, admits the truth of it, and promises to try to do better about this and to let the child talk.

The comments under VI should be read with the fact in mind that this is an unusually eager and bright class who would never stop if not firmly restrained by their teacher.

VII. Individual attention.

Much written work is collected. It is all corrected and commented upon and returned.

Teacher is not sparing of praise and sincerity of praise and her pride in class is evident.

While any question results in almost all hands going up, I had noticed during the day that one boy never raised his hand. When early in the afternoon, he finally did raise his hand, the teacher immediately called on him, showing that she had also been aware of his non-participation. (Alas, he gave the wrong answer!)

Use of individualized reading.

Teacher notices the one child who is slightly inattentive (his inattention is relative -- in another class he would not have appeared less attentive than the average) and in no uncertain terms calls his attention to this on a number of occasions. This is what I call the "nipping in the bud" procedure. The point is not lost on the other children that inattention will be noticed. This is a firm, not an unfriendly, procedure.

Teacher goes around room during spelling, writing, and math lessons to look at individual work of children.

Teacher sees sun in children's eyes and has shades drawn or has the child move his seat.

VIII. Routines

Teacher is skillful in handling interruptions by monitors coming into the classroom.

Minimum disturbance when some children leave early at noon and at the end of the day for traffic duty, etc.

Instructions are given clearly and firmly.

Materials are taken out of desks, closets, etc. and put back with a minimum confusion and delay.

Children have assigned jobs and do them promptly, efficiently, and unobtrusively, e.g., distribution of milk, putting supplies away, following set procedures for recitation during math lesson.

The only 2-way electric outlet in room is being used by our tape recorder - teacher sends note to office asking that scheduled radio program be piped in over loud speaker system. Children accept change of routine.

IX. Classroom control

Firm but friendly.

X. Mathematics

Children are required to do written work in class and to hand in their papers. Teacher labels this to observers as "old-fashioned."

Drill in concepts of arranging decimals in descending order of value. Emphasis is on fact that decimal point is never moved but that numbers (meaning digits) are.

Some of explanations do not seem as lucid as they might be but proof of the pudding is that all the children do seem to understand concept.

Calls for the hands of those who got problem right. Almost all hands go up. Asks for those who did not. No hands except on a few occasions. No follow-up on those that did not raise their hands for either alternative.

XI. Reading

Use of individualized reading procedures. (These were originally introduced by me in this classroom about four years ago when I had a student teacher there. Teacher mentions this to class and to observers.

This day only very brief period was devoted to reading, making it difficult to assess program.

Teacher does most of talking about books on which children are reporting.

It is obvious that the children are doing a great deal of reading. Reports vary from Gone with the Wind to Lonesome Island to Candy Stripe Girl.

Teacher suggests letter to author of book asking her why she wrote the book. When child responds by saying that jacket of book tells the author's version of why she wrote book, teacher says well write her anyway.

XII. Classroom Communication.

Teacher does a great deal of the talking but is a good listener although she tends to interrupt rather frequently and to anticipate answers. During radio program the teacher listens instead of doing paper work as many teachers do on such occasions.

Children tend to be raising and waving their hands while other pupils are talking, indicating to me that they are thinking about what they want to say rather than listening to fellow-pupils.

Most recitation is to teacher not to teacher and class.

XIII. Transitions

Changes from one topic to another are quick, definite, and certain.

There is no time, whatsoever lost and no opportunity is afforded for getting off the track.

XIV. General Comments

Teacher obviously enjoys her day as do the children. No evidence of TGIFitis.

Teacher is often conscious of the presence of the observers and the tape recorder but does not allow this fact to interfere with her teaching.

Day goes by rapidly for teacher, children and this observer.

Observation - Belinky - 12/6/60 - Case #1

The over-all impression conveyed by this teacher is that of "an iron hand in a velvet glove", she is very stern, authoritarian, directive and dominating yet covers it with a layer of "democratic" procedures. To begin the day she had one of the children act as chairman while the class planned what it wanted to do during the day. However, after the first or second child had been called upon, she bypassed the "chairman" and took over the direction herself. Similarly, she very strongly channeled the selection of topics by repeated references to what had been studied previously.

She uses a formal politeness when reprimanding children and permits no deviation from at least the appearance of attention. She repeatedly insists on her "turn" when she wants to say something, will not permit hands to be up while she or a student is talking, and often criticizes children for "not respecting the right of so-and-so to talk", yet she herself is impatient and impolite, frequently interrupting students in mid sentence, especially if they are slow in verbalizing or at getting to the central point. Her criticisms and whip-like in quality and her dealings with individual children are abrupt and frequently critical. She is most abrupt and impatient with slow learners and resents having to go over anything twice (and this is a gifted class). In many ways she seems insensitive to children's feelings and says things like, "its too bad you can't grow up" which seems likely to be painful to the child. Surprisingly, however, the children seem to feel comparatively unthreatened and feel free to admit their errors and mistakes with only minimal defensiveness. In part this seems owing to the fact that she herself frequently admits her errors and, by often thinking aloud and making such statements as "I don't want to make this too hard", or "I want to try something new", manages to convey a genuine interest in them.

She is generally quite rigid and traditional, requiring the pupils to sit at attention, to open books and put down pencils, etc., in unison, calling on pupils in sequence, etc. It is especially noteworthy that she is most rigid and formal when about to give the students a special treat - it is then that she really requires them to come to attention.

As mentioned, her rather authoritarian methods and abruptness, even though they seem intimidating to an observer, do not seem to alienate the students and they seem genuinely to enjoy her and to feel safe with her. This is shown by their readiness to both admit their own errors and to point out her errors and to make complaints to her about her actions through an anonymous "what's on your mind" suggestion box. Several factors seem to be important in bringing this safe feeling about - (1) her interest in the students as shown by her insistence on responses from most of them - (2) her ability to admit her own errors; (3) her frequent momentary relaxing of the authoritarian role by using children's expressions and slang, e.g. "I must have been in outer space when I did that."; (4) frequently being teasing and playful, exaggerating her own age and experiences; (5) frequently using "dear" and "darling", and (6) being liberal with praise during individual conferences although not during group work. Parenthetically, it is noteworthy that she frequently pats boys' heads and shoulders and hugs them while they are presenting, but never does this with girls.

Technically, I feel that she jumps around much too much in her switching subjects rapidly. I felt rather dizzy from very rapid shifts in focus and received the impression that while many topics were touched upon, none was touched very deeply. In addition, while a student teacher was present all morning, she was not utilized at all except to adjust the windows and, in fact, was treated almost like another pupil in this regard. Furthermore, while her technique of insisting on group responses and many raised hands may give some children a feeling of participation, it also seemed to elicit an automatic, unthought out response that was simply a mechanical feedback to satisfy her demands. Such automation may limit the children's real creativity. One also wonders if some of her exaggerated statements about herself might not be believed by the students in a literal sense.

I think in total that she is a good and stimulating teacher, but that the children probably feel somewhat intimidated by her and are likely to end the day feeling emotionally drained and exhausted. I think she would be a better teacher if she was somewhat less driven and hectic in the classroom and if she managed to combine and temper her authoritarian role with her "democratic" one somewhat more than is the case at present, so that she would thus present less contradictions to the class and would be more sensitive to the immediate moods and needs of the students.

C. R. Belinky

Case No. 1

Psychological Examination - O.R. Belinky - 1/6/61

Tests Administered: Rorschack, TAT, DAP

Observations and interview:

This lady is a stocky, reasonably attractive woman of avenage height. Both during the classroom observation and especially during testing, she exhibited marked signs of anxiety - tremulousity, rapid pulse, hyperventilation, excessive talking, and long reaction times, but when questioned she denied any fellings of tension or anxiety.

During the interview, this lady emphasized the central position education plays in her emotional life. When asked to tell something about herself, she detailed her educational history. Her description of her family emphasized how hard her parents struggled to make ends meet and to give the children an education. She emphasized especially how her return to complete college in later life was primarily motivated by her mother's great desire for it. With considerable obvious pride, she reported that both of her sisters also teach grammar school and that her children "cover themselves with glory academically."

It is noteworthy in this regard that she reports a recurrent dream about school that she has had for many years, but is becoming less frequent now. It is an anxiety dream that has to do with her role book, "the one legal document we have in school." In the dream, which often wakes her up, she is concerned about the accuracy of her records - are all the grades in, is the attendance correct, but not about losing the book, "because it is never out of the school." She believes this dream began when she first started teaching and had a very harsh and threatening supervisor, yet she speaks well of this supervisor as having taught her a lot, even though she was so intimidated by her as to be physically ill Monday mornings. She attributes the lessened frequency of the dream to the fact that she is older and more experienced now.

In speaking about her family she repeatedly mentioned how concerned she was about leaving her children alone while they were growing up and how she would run home right after school to spend "every minute" with them. But whenever an attempt was made to interpret the obvious guilt feelings behind these comments, she immediately denied the feelings and overly protested that she had a wonderful housekeeper and that there was nothing at all for her to worry about.

She described her husband as her "rock of Gibralter"- a big, solid, reliable lawyer to whom she runs whenever she is upset and who immediately makes her feel better. She reports that there has been much difficulty with his eyesight and that two of his siblings are blind, so that she was greatly concerned about her children's eyesight - which has presented no problem. She reports that the children have developed the same outlook on education she has and that they have profound respect for their father's scholastic accomplishments, especially in view of his severe sight problems. It is noteworthy that when asked about any current worries, after commenting that she had been concerned recently about whether her son would be admitted to medical school (he was) she reported that both of her brothers-in-law had died recently and that she was worried about one of her sisters. When it was suggested that these deaths may have made her fearful about her husband, she denied it, but then reported that she and the children were after him to keep his weight down.

When asked her likes and dislikes, she reported many food dislikes, then reported how she disliked injustice and segregation.

Test Results.

Psychological test data gives a picture of this lady as an anxious, depressed, overly-controlled, obsessive, rather rigid woman with strong dependency needs and marked idantification with children, whose defenses are quite brittle and easily overwhelmed and who presently needs rather constant bolstering from external authority figures.

She is frightened and feels overwhelmed by the world around her. She defends against these feelings by the typical obsessive, compulsive mechanisms of isolation of affect, reaction formation and compulsivity. She tends to break up and fragment stimuii into easily handled parts at first, and only secondarily synthesizes them into meaningful wholes. While she eventually comes to see things largely as others do and sees the most prominent aspects of situations most but not all of the time, this does not take place easily, or spontaneously and requires several successive attempts on her part. Sometimes she overlooks the obvious completely, more often she eventually sees it, but only after several attempts and much thinking about the stimulus. It is likely that this approach also pervades her social functioning and may at times lead people to believe she is slow or dull. While there are data suggestive of a possible thinking disorder, these are considered more indicative of her marked anxiety and defensiveness rather than anything else. While no formal intelligence test was given, she is thought to be functioning somewhat above the average level.

She has a markedly childish identification and by and large, feels herself inadequate and ineffectual in most situations. It seems to be almost impossible for her to relate on an adult level to other adults or to empathize with them. Her primary orientation is childlike and dependent, seeking cuddling, comforting and support - TLC. While I am sure that she is able to give warmth and affection, it will be primarily in passive, pseudo-mothering ways, really calculated to convey the kind of affection she seeks from others. These strong oral-incorporative needs are currently largely being satisfied by her husband and, to a lesser extent, by her children, but she is quite fearful that these narcissistic love objects that she leans upon so heavily will be taken from her. This prospect is very anxiety provoking and depressing and she tries to keep this possibility out of awareness as much as possible through the use of denial and reaction formation. Despite her protestations about the wonderful family life she had as a child, it seems highly likely that her childhool experiences kept her under the constant threat of a loss of love so that she has never been able to develop a true sense of inner worth and security. In view of her overemphasis on things academic, it seems likely that she felt that the only way to attain and retain love was by excelling scholastically.

In this general context, in view of her marked dependency on her husband for a sense of security, she can be expected to go into a rather severe reactive depression, conceivably with suicidal overtones, in the event of his death. It is likely that she would then become extremely possessive of her oldest son, jealous of any other females in his life, and, in effect, dependent on him to be her father.

Case No. 1 - 4

She has many hysterical character traits and while she tends to deny and suppress sexual and other strong emotions, remains extremely iabile emotionally. At the present time, her control over her emotions is very brittle, and she cannot really cope adequately with affect-producing stimuli even though she is drawn to them. At present there is a strong dysphoric quality to her perception and evidence of an extreme somatic preoccupation. This preoccupation may be due in part to her husband's physical difficulties and to her own menopause, but also seems to reflect a rather childish sexual curiosity. It is not unlikely that this woman either has or will suffer from one of the psychosomatic illnesses such as hypertension, ulcers or colitis.

While she does identify with children, this seems to be as much with boys as with girls. Perhaps this was aggravated by the fact that her first child was a boy, the first opportunity she had to supply to others the kinds of things she felt she did not get from her own mother. In this respect, it is noteworthy that there is some evidence suggesting that perhaps her mother was not as much in favor of education as she claims. This internal contradiction requires more data in order to be resolved. There is also considerable evidence of a strongly repressed sibling rivalry. This competitiveness seems to take very passive forms now and, if anything, to find expression only via reaction formation, in over-exaggerated concern and solicitude.

Summary.

This is a woman who seems to be functioning adequately if rigidly, in a limited and familiar environment and is likely to continue doing so as long as she has her husband to satisfy her strong childlike, oral-incorporative, dependency needs. She is good in her present role of teacher because she strongly identifies with children and has long emphasized academic success as the only way to win love. A generally anxious, depressed, obsessive-compulsive person who uses the defenses of denial and reaction formation extensively and shows evidence of a psychosomatic preoccupation, she can be expected to deteriorate markedly should she lose the external support of her husband.

Charles R. Belinky
Clinical Assistant

OBSERVATION
CASE #7
DUKER
1/25/61

This is a class of 29 children who come from Spanish speaking homes and have undergone a period of orientation in a non-English speaking class and have now been advanced to this class.

Arrangement of Classroom

The room is neat and very attractive. The furniture is fixed and the teacher's desk is at the side of the room. There is much poster material, some of it obviously current. Most of the posters deal with words and with Mexico. Books are readily available. A closet is crammed with teaching materials which give the impression of being used. There is an exhibit of Mexican articles on a table in the back of the room.

Teacher-Pupil Relationship

Children do not feel confident in their speaking and avoid it whenever they can. When they do speak it is in a very low voice. Miss urges but does not force speaking and speaking more loudly. In contrast Miss speaks continually--partly because of a desire to stimulate language development. Miss . is most conscious of the need of such development and throughout the day of observation never misses a chance to talk about words, their meaning, and their usage. Miss . works with individuals and sits in their desks with them. Miss is often somewhat distressed when the class does not get a point whe is trying to make.

Miss tends to call on only part of the youngsters - almost invariably on only those that volunteer. Because the others are not yet ready to verbalize? For example, in a short play about Montezuma she lets children volunteer and does not urge participation even when it looks for a while as if the case will not be completed.

Miss has a tendency to turn the task of explanation to a fellow pupil. Because it will then be in Spanish??

The reins are kept tight in this classroom--even a song used for "relaxation" becomes a strenuous exercise.

Miss H. is sparing of praise.

Miss 's clothing is not particularly neat -- she does not have a warm attitude toward the children but is not in any sense hostile toward them.

OBSERVATION
CASE #7 - 2

Miss does not tend to accept suggestions offered by the children even though they are very seldom offered.

INCIDENT OF THE NEW PUPIL:

A new child is in the class. Miss does not address her directly except once in a very incidental way late in the day. In the morning she suggests that the class tell the new girl "what she needsto know". After the children suggested the teacher's name and the room number another suggestion was the names of the books that were used. "No" this was to be told the child by one of her fellow-pupils. At this point the whole matter was dropped and the class had a song after which the orientation was not renewed. Miss did at the end of the day ask if the fellow-pupil knew what to tell the new girl. On being told that she did, the matter was dropped. The new pupil got the right answers in class arithmetic but if Miss noticed it, she gave no sign of it.

Social Studies

Miss . teaches a good solid lesson about Cortez and many of the children appear to have a good grasp of the facts about Montezuma and Cortez. Miss integrates the exhibit on Mexico in the classroom and her trip to Mexico into the lesson. Map interpretation is also included. All through the lesson there is, what I would consider, an unusually masterful capitalizing on words, their meanings and their use. A dramatic portrayal of the capture of Montezuma completes the lesson. This is spontaneous and successful although at first there is some hesitancy on the part of the children in volunteering to take part. A number of booklets about Mexico have been distributed during the lesson but they are collected again without any real opportunity having been given the children to look at them.

Language Arts and Spelling

Children's homework has been to find words using some of the letters contained in the word Montezuma. Children have done well although participation seems to be limited to about half the class. The opportunity to talk about words is again skillfully seized. Children are then asked to write sentences using "know" and "no" etc.

Science

Lesson is about moon. Books are borrowed from another classroom but very little time is given the children to look at these books after they are distributed to them although the children appear to want to spend time looking at them. The class is planning a trip to the Hayden Planetarium.

Mathematics

Lesson is value of Peso and costs of trips to Mexico. Cost of items Miss purchased in Mexico is discussed in terms of pesos and American money. I get the impression that Miss probably remembers the exact cost of everything she bought in Mexico. Miss R. gives individual problems to the more apt pupils. Time involved in an air trip to Mexico is discussed, based on a large advertisement Miss has brought in.

Physical Activity

A square dancing session is held in basement. Miss is very interested in this type of activity.

General Comment

I feel that a considerable amount of learning is taking place in this class.

OBSERVATION
CASE #7
BELINKY
1/25/61

Miss Z is an attractive, brown haired woman, probably in her middle twenties, of somewhat less than average height. The observer is immediately struck by three characteristic aspects of her classroom behavior - she has considerable emotional lability and vitality, she is fiercely involved in giving the children every possible opportunity and encouragement to learn, and she has an excellent psychological understanding of children and is sufficiently psychologically secure personally to be able to use herself as a stimulus object in her dealings with the children.

Miss Z was emoting all the time. Everything she did or said was done with enthusiasm and obvious genuine enjoyment. Her whole attitude and approach was non-critical, supportive and playful, reminding one in some respects of a nursery school teacher. Miss Z works hard in the classroom trying to elicit similar enthusiasm from her students who tended to be rather apathetic - almost as though they were overwhelmed and bewildered by this playful behavior on the part of an authority figure. One example of this was seen when she referred to the presence of a new student and asked the pupil to tell her about the class. The students immediately started outling rules - the teacher was playful and teasing, trying to elicit less authoritarian kinds of responses, and wound up by having the class sing a song of welcome to the new pupil.

It is obviously emotionally important to Miss Z that the children be alert and responsive to her at all times - she seems to be made anxious by any lapses in attention and must feel she is the absolute focus. In contrast to those either more secure or less emotionally involved teachers who continue to teach even though a certain portion of their class may not be attending, Miss Z cannot tolerate this and several times interrupted what she was doing to make the class stand up and do exercises or singing to snap them out of their lethargy. "Let's get excited again." An indication of just how hard she works at keeping their attention can be gained from the fact that even though it was a cold day (5^{o} outside) and the classroom itself was cool enough to merit a sweater, by 10 a.m. her activity and nervous energy had caused her to perspire so much as to cause large stains at the arm pits reminiscent of August heat waves.

She is constantly trying to capture and capitalize upon the students' interest as a means of enriching the academic materials and, more significantly, as a means of bringing the gap between one subject and another. The fact that the weather was unusually cold was utilized in a discussion of temperature, current events was enlivened by her reminder of the recent "piracy." A most praiseworthy example of this developed in a discussion of Mexico. She used a Mexican bracelet to illustrate the difference between Mexican and U.S. money, then capitalized upon the children's interest in this by having them do a series of arithmetic problems based on converting currency. In this way she made an interesting game in the middle of geography that drilled arithmetic and was enjoyed and participated in by all students.

Miss Z is obviously aware of how handicapped her pupils are culturally owing to the fact that almost all are from Spanish speaking homes, and she never misses an opportunity to enrich their vocabulary and acculturation. Whenever a word that might be new to some is used, she elicits definitions, and when less common definitions are offered, elaborates upon them to make sure they are meaningful for as many as possible. For instance, in defining the word "security" in the current events context of "national security," she also managed to respond to the concept "social security" - something the children frequently hear mentioned at home. In this way, in the course of the day the children are exposed to perhaps as many as 20 or 30 new concepts and ideas calculated to help them overcome their language and cultural handicaps. Again, the vigor and consistency with which Miss Z goes about this indicates how strong a personal interest she has in this acculturation process and, perhaps, how strongly she herself identifies with these under-privileged children.

At an interpersonal level, her understanding of the psychology of children is excellent for a teacher and she is able to respond well to their emotional needs. Despite how important it is for her that the students be very attentive and responsive and her strong need to get as many as possible to respond, while she tends to call on as many different students as possible, she never forces pupils to respond by calling upon them, but rather waits for them to volunteer. There are certain children who do not usually volunteer, but she waits until they at least make some tentative gesture that can be interpreted as raising their hand before she calls upon them. Given the slightest gesture, however, she pounces. She never rejects a response and never criticizes a student for a wrong or irrelevant answer, but continues eliciting responses until she gets the one she wants. Similarly, while never criticizing the students for the broken, heavily accented English, she does repeat most of their statements so that everybody will have had the experience of hearing it correctly. She is liberal in giving praise, even when all she can say is "Good try." Quite gentle and accepting of slow learning, she does not make the mistake many teachers do and let them off the hook as soon as she sees they do not know the answer and are embarrassed, but rather works with them very gently, without increasing their feelings of discomfort, until they do get the answer. Similarly, in putting on an impromptu play she encouraged shy children to participate, but did not insist. She also encourages the pupils in an appreciation of their Spanish heritage and emphasizes the fact that their Spanish language skills are better than hers.

Miss Z realizes how important it is for certain children to get individual attention at times, but also realizes the jealousy this arouses in others. She deals with this by explaining simply that she must work with X now, but as soon as she is finished she will be over. In addition, she frequently uses one child to explain things to another, thus accomplishing 3 things: the child in need of help gets it, but also gets the feeling the teacher is genuinely concerned about his problem, and the child selected to give the help feels proud and competent.

On at least one occasion she gave what could be considered a psychological interpretation of her behavior to a child, by interpreting her selection of the easier of 2 tasks as procrastination. This is an excellent way of getting children to a beginning awareness of what motivates their behavior.

At an interpersonal level, although she is clearly greatly ego involved in the success of her efforts, she is not rigid or insecure, but rather shown considerable flexibility of approach and inner security as well as good ability to use herself and her own reactions as a measure of what is taking place. She is sufficiently secure and satisfied with herself that she is not afraid to appear foolish, as when she attempts to talk Spanish, incapable, as when she asks a student's help on a simple task after readily admitting she cannot do it, or inarticulate, as when she says "I'm trying to think of a way to explain it." She is unthreatened when the children laugh at her and freely joins in. She is especially good when she uses herself as a stimulus and is able to say "I didn't follow.......," "I enjoyed that....." One incident connected with Mexican money is significant, and also confirms her strong identification with the children. In speaking about the bracelet she bought in Mexico, she told the class what she paid in pesos and asked them to convert to dollars. One child answered $600 and she replied that as a school teacher she could never afford to pay $600 for a bracelet. When the class eventually got the correct answer of $6, she elaborated still further and commented that she didn't even pay that, but told the man she was poor and paid less. Her many interpretive and self-referential remarks suggest that perhaps she has been in psychotherapy. In relation to her self-acceptance, it is noteworthy that although she emphasized general neatness and neatness of dress to the class, commenting that something good is spoiled by not being neat, she herself was somewhat tacky and for most of the morning her slip was showing considerably - seemingly there are still some unresolved conflicts.

As mentioned, the general atmosphere of the class was relaxed and highly enjoyable - the children had fun, liked their teacher and generally felt quite free to respond and be themselves with her. Her techniques are excellent both in the way she is always plugging to bring in additional material and in the way she manages to organize and interconnect the regular material. She constantly reviews earlier material and manages to work this in as well. The one organizational criticism I have is that at the beginning of the day when the class was supposed to work independently, a large percentage of the students were very slow in getting to work and it took as long as 20 minutes for some to get started. Had she been more directive this would not have happened.

My overall impression is that Miss Z is an excellent teacher because of her special skills, enthusiasm, and psychological security and would be very good for most classes, but is especially good for this group of underprivileged children because she identifies with them to a large degree and works very hard at helping them master their new environment successfully. While she would probably still be excellent, it is likely that she would be less comfortable and less productive with a more racially privileged group.

Charles R. Belinky
Clinical Assistant

Teachers
Case No. 7 - 1
Psychological Report

INTEGRATED SUMMARY - June 1961:

This is a 24 year old single girl, who is living with her father, young stepmother, and 18 year old brother. Her mother died when she was 16 years old and her father suffered a reactive depression requiring shock treatments.

It is interesting that the impression that she formed on the various examiners was different in several respects. All agree that she is an extremely energetic, emotionally expressive, spontaneous person. The disagreement lay in whether this form of behavior was an expression of a conflict-free, effective, well integrated personality or whether this behavior was defensive in nature. If it is defensive, the pose is effective enough to have convinced at least one of the examiners that it was true mental health. No one could doubt that she is extremely enthusiastic, highly motivated, and that she tends to engage herself readily in close emotional contact with people.

On the other hand, even the most favorably disposed toward her note that she uses her real or supposed superiority for narcissistic supply and had difficulty in submitting herself to the sort of deep surrender necessary for love. She has been sexually backward, and according to one evaluation, even frigid.

Her outgoingness and expressivity are seen variously as healthy, well controlled, effective directness, as a masculine striving based on identification with her father, and a rejection of her own femininity as a compensation for feelings of inferiority and a fearfulness which she suffered in her pre-adolescent days and, as a regressive tendency--a childish spontaneity which she rationalizes and justifies although it is based on a fear of assuming a more highly controlled adult personality.

There is a strong evidence that she is not prone to see herself in a negative light and may therefore find it difficult to accept criticism. She seems to have at least a reasonable amount of creativity but shows excessive pride in her capacities. Feelings of anxiety, hostility, and depression are rarely allowed to come to consciousness either because they are not present or because her defenses effectively operate against them.

Her value system seems to be highly developed and idealistic. Her tendency is to show close empathy and intuitive understanding of the impulse life of children. Her manner, even if it be a mere external charm or a childish hypomania, is undoubtedly effective with many people. Some may resent her self-righteousness and others may envy her spontaneity; some men may be threatened by her competitive aggressiveness but she will never lack for friends and supporters.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

mw

ADDITIONAL REMARKS:

This young woman reacts to authority with anxiety, feelings of inability, and child-like submissiveness, and adapts the defenses of self-aggrandizement, overvaluation of herself, and rationalizations of "superiority." She is able to give the impression of overt cooperation, in attempts to deny anxiety and hostility.

Her aspirations for achievement are more fantasized than constructively channeled into drives that might bring accomplishment.

There is a tremendous differentiation of reaction towards male and female. She appears to be more poised and in control of the situation with men, and more able to sustain a positive impression. She subtly emerges as the "authority" or on a pedestal with men, yet fantasized the caveman, or overly masculinized man who doesn't exist in reality, which leads to dissatisfactions in heterosexual relationships. On the one hand, competing with men for authority, she finds herself in the same regressed child-like and dominated position with women that men find themselves in with her.

Her authority strivings have been positively utilized in the teaching situation where her need to be needed provides some of the motivation for working with underprivileged children.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

mw

Observation - Duker - 2/16/61 - Case No. 11

The room is attractive, neat and orderly and is furnished with movable furniture. The desk is in the front of the room. T is young, neatly groomed and attractive. The 34 pupils are all Negro; some of the children are very large. The bulletin boards exhibit childrens work and there are a number of charts. The girls sit on one side of the room, the boys on the other and a wide aisle separates them.

Mathematics homework

Homework problems are put on board by children. (Dividing two digit numbers by one digit numbers). Teacher sits on window shelf and is extremely patient in explaining to those who don't understand. Gives children chance to figure things out for themselves. Children appear to be interested and pay attention during the lesson. Work on the board is not cramped or jammed together. T is not conscious of failure of children to observe proper position of numbers columnwise.

Opening exercises.

The Pledge and singing of America are led by a child while T stands in back of room. There is an air of cold efficiency about all this but along with this one senses a feeling of security on the part of the children.

Current Events

Children read newspaper items (a pot pourri including reports on the dog show, the building of a bird house and the death of Lumumba), then show the pictures which are rather small to see. T makes few comments. Five pupils are then appointed for the next day. Coldly efficient.

Snack time

Cookies are sold by T at her desk. T quiets class down by quiet dispassionate statement that there is too much noise. The class is relaxed and at ease during this period.

T reads a chapter from the story "Pipp Goes on Board". Children are obviously interested and give interested attention to the reading. Waste paper and empty milk containers are quietly collected by the monitors.

Social Studies

The procedure used is to have one child read from the text while the others follow along in their books. T occasionally makes comments and asks questions. There is a business like air but no evidence of any hostility.

Order is kept by quiet individual remarks made to a child while the T walks around the room. Teacher also sits on window shelf in an informal pleasant manner. Occasionally T merely pauses to restore order when a child starts to talk or otherwise causes a distraction. Children do not call out but raise their hands when they have something to say. The T's self control seems to have transmitted itself to the children.

Facts about the time and place of the topic are developed at a low level of sophistication but concepts are all correct. Children read well although a few mistakes are made but usually these are self-corrected.

Homework is assigned.

Reading

Children are grouped into two sections. Basal readers are used. Children are urged to read "slowly and carefully" and are given 2 questions on the board which are to be answered from the reading. While T does not follow the publisher's manual slavishly, she keeps it close at hand. T works with both groups during the lesson. Procedure is not particularly imaginative but appears to be reasonably effective. In reading work with the better group, T discovers that one child has left her glasses homebut she allows her to continue reading. Occasionally T is somewhat unappreciative of answers given by the children when they are not what she was expecting.
Paper back books kept at her desk by T are distributed before lunch so that children will have material to read while sitting in auditorium during noon recess. (Due to cold weather outside and small indoor gymnasium facilities.)

Language arts

Homonyms are discussed and children write sentences using them. A substantial solid lesson in the use of the dictionary (using guide words) is then taught.

Mathematics

More practice on division which is developed meaningfully and subtraction which is taught by rote. Multiplication by multiples of ten also appears to be taught by rote but the concept of 1/3 is developed meaningfully. A very substantial homework assignment (13 multiplication problems and 4 division problems) is made.

Observation - Duker - 2/16/61 - Case No. 11-3

In response to child's question as to why division is not taught the "shortway", the reply is given that it is as, if not more, important to "understand" than to get the right answer. "You don't want to be like a parakeet, do you?" This is not said with any degree of sarcasm. The pupil accepts the answer but I doubt that she is convinced.

General comments

T has perfect command of the situation all day long but gets the giggles at one point and bans a girl (whose names happens to be Cassandra!) from the room for making her laugh, until she, the pupil, can get over her giggles. This is done firmly but without any hostility.

T disposes rather summarily of questions on occasion. For example, when one child asks about multiplication by 79, he is told that "we will come to that." Again, when a child asks how a microscope works he is told that that is what we go to high school for to learn things like that; again when a child asks what one half of a third is he is told, "We'll come to that."

There are innumerable instances in which it is very apparent that the day's work has been very carefully prepared. While the fact that an observation is taking place was no doubt a consideration, one gets the impression that such careful preparation is not unusual for this T.

A number of girls, otherwise neatly dressed, have slips that are far below their dresses. I get the feeling (which may well be wrong) that this is the kind of thing that the teacher feels is completely beyond her jurisdiction.

Case No. 11 - Dale Mendell - March 1961

The teacher handles her class in a structured, controlled and highly organized fashion. The children's desks are placed in straight rows; the girls sit on one side of the room, the boys on the other. Transitions from one lesson to another are anticipated by both teacher and class, and are made smoothly, with a minimum of disturbance. This is generally a very quiet classroom.

In general, the teacher is reserved, firm and business-like. She rarely raises her voice or appears disturbed; she is firmly in control of her class, and keeps their attention on their lessons. Although talking among the pupils, joking and the introduction of material irrelevant to the lesson is occasionally permitted, the teacher does not permit this to go beyond the point where she can quickly discipline the children and have them regain their usual formal behavior. Discipline takes the form of a stern glance, a period of waiting until everyone is perfectly quiet, even if this takes some time, and firm control of the class' movements (e.g., when one child moved to begin the next chore of the day, the teacher quietly said, "I don't understand this - no one was told to do anything yet.")

When a pupil is speaking, the teacher gives him her complete attention and requires that the other children follow suit. She considers her answers before she speaks. She moves among the children when they are working at their desks, answering most questions, but often cutting short those she thinks are not pertinent. Atypically, she will stop to coax and encourage a boy who claims that he cannot do a task. In spite of her obvious interest in her class, the teacher retains an air of detachment at all times. Her focus is on the teaching of material rather than on the child.

The class is kept at academic work for most of the day; changes of subject are frequent. The teacher gives each pupil a number of chances to come to the board and keeps them there for a very short time. She often pauses dramatically before calling on a particular child; this has the effect of obtaining the class' attention and increases their eagerness to respond. Individual praise or punishment is rarely used; instead the class as a whole is expected to fulfill requirements and is mildly penalized if they do not do so (e.g., finding that most of the class had not done a reading assignment carefully, the teacher had them repeat it immediately.)

Class participation is encouraged but only along the specific lines which the teacher maps out (e.g., when telling the class a story, she stops only to ask them what specific words mean, or to repeat an episode.) Occasionally, the teacher will apply principles found in a lesson to actual behavior (e.g., in discussing whether compromise might have been effective in the War of 1812. the teacher said that compromise in the classroom would be more effective than the occasional fights which took place. The teacher's discussion, while specific, had a very intellectual and moral tone, which the children appeared to agree with abstractly, but often could not see how they could apply to their own problems).

This is a relaxed, alert class. Their contentment is at least partly due to the fulfillment of their expectation that the teacher will be consistent, will show no partiality towards individuals and will make only those demands which she had previously indicated would be made. This class is very teacher-oriented. The children are somewhat in awe of the teacher, generally obey her immediately, and very much seek to please her. Practically all comments are directed towards her, her attention is very much sought after, and usually large number of hands are raised in response to her question. Class interaction is at a minimum, but what there is seems friendly and business-like.

When the teacher went out of the room for a moment and left one of the children in charge, the attempt to emulate her behavior resulted in a caricature, with the pupil in charge waiting quietly and endlessly, with a slow smile on her face, before choosing someone to go up to the board, while the remainder of the class frenziedly waved their hands to attract her attention.

The children are quite dependent upon the teacher. For example, when they were asked to write a creative story, she moved among them, often having to urge, "It's your story, you do what you want with it." They are quite responsive to her, obeying her instructions rapidly. In general, they give "correct" responses to her questions rather than spontaneous ones. However, a few children often attempt to make her discuss something of their choosing, or have a more social discussion. When she succumbs, the whole class is extremely pleased, and pupils and teacher laug nd talk until the class becomes unruly, when they are firmly silenced.

Teachers
Case #11 - 1
Psychological Report

INTEGRATED SUMMARY - 8/61:

This lady is a 23 year old, unmarried young woman, now living with her parents and nineteen year old sister and teaching 5th grade. She is a tall, goodlooking, well groomed young lady with an efficient manner. Her mother seems to be a relatively more self-absorbed woman, although she feels that at times she is able to be a "pal" with her. Her father is described in almost completely positive terms so that one gets the impression that she holds her father in considerable respect and has absorbed many masculine characteristics herself. At the same time there are many definitely feminine qualities to her character which soften any possible harshness and produce a generally attractive personality pattern.

She has had a good deal of conflict with her nineteen year old sister whom she felt was preferred by her parents. The parental relationships were not openly conflicted.

She seems to vary greatly in her behavior in different situations. So long as she is not threatened, particularly in the sexual area, she expresses an unusual amount of spontaneous feeling well integrated into a solidly objective and realistic view of the world. Regressive feelings are not repressed but sublimated into creative play and contribute to her good ability with children. Hostility both in herself and in others is will tolerated and appropriately channeled. When she is not under threat, which is most of the time and in most of her working life, she is easy-going, relaxed, and mature.

Her difficulty seems to be that she cannot accept her own feminine sexuality. Anything that tends to provoke her sexually at the same time provokes anxiety and great blocking of her usual spontaneous expressivity. At the same time, because of the damned-up nature of her sexuality, she tends to eroticize relatively neutral situations or is at least oversensitive to anything that may potentially cause her sexual feelings to be exposed. While the conflicts that she has in the sexual area may cause her difficulty in establishing a successful heterosexual relationship, the problem is not likely to affect her work where, in the generally structured role of a teacher, she can feel safe and free to express herself quite fully. No great conflicts are likely to arise with her peers, superiors or her pupils.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS:

She reacts negatively to pressure by authority figures and is oversensitive to sexualized topics which results in anxiety, avoidance, and evokes negative and rigid defenses. Yet in anxiety-free areas she is able to react spontaneously, femininely with objectivity and efficiency.

The compatability between her personality and her work with children seems to lie in her acceptance of and disposition towards readily available childhood imagery, the feeling of play, the flexibility and lack of pedantry and her ability to be both spontaneous and objective.

Doris, Wolin,
ASSISTANT PSYCHOLOGIST

Observation - Duker - 2/14/61 - Case No. 13

This is a class of rather slow-learning Negro children some of whom are quite well developed physically. The teacher is a very personable young Negro man. The attitude of T toward the observer is extremely hospitable and cordial.

Classroom

The classroom is a modern one. Furniture is movable and the teacher's desk is at the side of the room. The room is very attractive. On the board is a very nice drawing in colored chalk of a pioneer scene, entitled "Singing Wheels." This is the name of the reading text. The bulletin boards have current displays (some 3-dimensional) dealing with all aspects of the curriculum. On the window shelf are a number of science exhibits evidently made by the youngsters. The windows are painted with pioneer scenes. The supply closets are neat as is the rest of the room. There is no evidence of the availability of books for free reading or of the furniture being movable in fact altho there is no fetish about its being exactly in line. The atmosphere is pleasant and warm. T has a good sense of humor and a very good, warm relationship with the children. The children are uninhibited and sometimes a little noisy but this noise is not loud or obnoxious. No serious discipline problems arise during the day of observation.

The classroom communication is hampered by the fact that despite of T's constant urging the children speak in very low voices that do not carry to the other pupils. The result is a considerable amount of two-way conversation between T and individual pupils.

General procedure

The lessons described later on in these notes were carried on effectively and efficiently but there was considerable lag or delay between lessons. During these lags the pupils had no assigned tasks and thus, naturally, became rather restless, which tended to increase the length of the lag while the T with frequent queries of "Are you about ready?" tried to restore order. There was little sign of this restlessness during the actual conduct of the lessons or during the several rest periods.

Planning the Day

There was a degree of pupil-teacher cooperative planning of the day although one gets the impression that most of the items on the plan had been pre-determined by T. He was, however, flexible enough to accept the pupil suggestion that the plan should include the making of Valentines. Most of the items on the plan had been included to some degree by the end of the day even though much time had been wasted between activities.

Mathematics

Children had been assigned three division problems with 4-digit dividends and one digit divisors for homework. Pyramid division was used. These problems were put on the board and 2 of the 3 were correctly done. The T is extremely patient in explaining and in making the meaning of these problems clear to the pupils. He offers individual help to those who still do not understand. First, this is to be at 2:30 but by the end of the day this has been changed to a short after school session. T assures the children that this session will be quite short.
The arithmetic done on the board is not too neat but is not constricted or cramped as is often the case.

Student teacher

There is a Brooklyn College Ed. 50.2 student teacher in the room. This is her second day in the class but she is already fully integrated into class activities and one can see that a good relationship has been established between T and the student. The student teacher takes charge on a number of occasions during which the teacher sits for a moment or two with the observer and displays a warm friendliness.

Free play or recess

There are a couple of such periods and the children occupy themselves with games etc. There is no gross disorder and there is a comfortable hum.

Reading

Emphasis is on new words that will be met in the next five pages of the basal reader. Children are asked to complete an outline of what they are reading. There is evidence that the depth of understanding varies greatly but there is no grouping.

Preparation for assembly play

This is almost completely teacher-dominated activity. After T states what they are going to do there is a free uninhibited discussion. After this nothing much happens until noon.

Observation - Duker - 2/14/61 - Case No. 13-3

The last 15 minutes give evidence of fatigue and exhaustion on the part of both T and children.

In the afternoon reins are drawn a little tighter and the teacher keeps asking "Are you ready, Now?" and tends to become rather impatient. For 15 minutes after the class meets nothing has been accomplished--children are supposed to just sit while the roll is taken and naturally become restless.

Gym period

There is some difficulty on the way to and from the gym on the stairs and the T becomes somewhat aggravated and threatens to cancel the activity.

In the gym boys and girls play separately with basketballs and jump rope. T guides but does not direct or interfere.

On return to the class nothing much happens while the class awaits time for a radio program they are going to listen to. It is during such periods that the class becomes restless and T impatient.

Case No. 13 - Dale Mendell - March 1961

The teacher's manner towards his class is generally gentle, permissive and somewhat disorganized. The children are permitted a good deal of freedom of move-ent; there are many breaks in routine where they are allowed to speak to each other nd they feel unusually free to express their opinions to the teacher and to each ther.

This is a noisy classroom. Transitions from one lesson to another or any hanges in class routine take a good deal of classroom time and are accompanied by alking and walking around the classroom. It is necessary for the teacher to re-stablish his authority after each transition. He tries to accomplish this by rais-ng his voice and giving orders to the class, which takes his frequent bursts of nnoyance calmly, and slowly settles down. Once a specific lesson is begun, the eacher is well-organized, speaks softly and commands the class' attention. It is uring transitions and discussions that a general disorganization is noted.

When teaching a specific subject, the teacher dramatizes his material and reates a large amount of enthusiasm and eagerness in the pupils. However, he will ccasionally delay the class' response by interposing another concept between his uestion and their response, a technique which seems to dissipate the pupils' en-husiasm (e.g. he gave the class an arithmetic example to answer, and before they ere allowed to tell their answers began to explain the concept of "equal").

The teacher appears to be very involved with his pupils and very aware of hem as individuals. He frequently takes an individual student aside to talk with im about his work, his behavior or a problem he may have. The students act very ature and sober during these conversations and are very eager for his attention. ifferent children are often treated according to their special needs (e.g. while he rest of the class was having a lesson, a girl who appeared lost, vague and anx-ous was sent to a back table to restring the beads she had inadvertently broken).

In spite of his usual mildness, the teacher often appears tense and irri-ated. When especially annoyed with his class he tells them at length that he is isappointed in them and that "we need more cooperation!" The children react by ecoming quiet, inattentive and sullen. On the other hand, the teacher did try to xplore the specific reasons why the class was dissatisfied with its assembly pro-ram. The children were frank and spontaneous with him, he praised them, encouraged hem and proposed improvements in the program. The result was an excited, lively roup.

In their responses to the teacher, the class is spontaneous and affection-te, but consistently challenges his authority, which he must impose anew at fre-uent intervals. They react to his shouting and lectures calmly, laconically or ullenly, depending upon the intensity of the lecture. He is always obeyed, but ith a casual slowness.

In their manner of reacting to a situation, the class generally operates s a cohesive whole. They seem basically cooperative with each other, even when hey are in opposition to the teacher. This is a friendly, sprawling, social group hich seems unusually non-hostile and non-competitive. On a number of occasions hildren were observed helping other children with written work, not by giving an nswer but by explaining a process, thus mirroring the emphasis which the teacher ives to his lessons.

Observation No. 17 - Duker - 2/20/61

This is a class of almost all Negro children, many of whom show evidence of coming from economically deprived homes.

Room arrangement

Movable furniture. Teachers desk is in the front of the room. The T is usually on her feet but occasionally sits at her desk. The bulletin boards are rather sparsely occupied. T insists on children's desks being "clear" at all times. A huge boy is seated in a small chair at a small table.

Penmanship

This work is preceded by a good solid review with emphasis on posture. While the children are working the teacher circulates but seems to pay little attemtion to the children's posture.

Spelling

Papers previously handed in are returned. T tends to demean performance by such remarks as "you did better than I had expected." She also suggests that girl who checked the papers may have made mistakes. Children recheck their papers.

Mathematics

Discussion of mean average and graphing, bar and line. Uses imaginary spelling grades as examples. When she makes an obvious error in her model line graph the children say that they agree even though it appeared to me that they understood the principle involved. This tendency to agree with whatever T says is again illustrated when a number of children indicate that they got an answer to an addition problem that agrees with the wrong answer placed on the board by the T.

Incident

A boy is sent for by another teacher and returns with a model of a volcano that he has apparently built. He returns and starts to repair it in the back of the room. Nothing is said by the T and she lets him work on this for an hour. He does a very creditable job but nothing is said and no notice is taken of the whole affair by the T one way or another.

Homework assignment

Children are told to draw a graph. The directions seem very complicated to me but the children seem to understand. When questions are asked T says she will leave it up to the pupils and in one case refers a child to a classmate for the answer. "The key" says T" is to think."

Social studies

Unit being worked on is South America.

Question is asked "South America contains what kind of countries?" The expected answer is "Latin-American countries." A record of South American music is played while T displays pictures of South America and talks about musical instruments. I get the strong feeling that all this is being done for the benefit of the observer.
Directions for drawing a map of South America are given while music is playing. One child draws a distorted map on the board. She takes infinite pains with it but at no time does the T make any comment about her work.
Teacher is very saving of drawing paper and refuses to give out second sheets.
During this map drawing the limits of acceptable behavior are hard to detect. They seem to be shifting continually.
The map drawing is continued in the afternoon while T takes the roll. After reading their social studies lesson the children are told to make drawings showing how "These people" i.e. South Americans "look like."

Reading

There are two groups, both use basal readers. Children are cautioned not to read more than two stories ahead. T teaches one group from the front of the room. No use is made of the moveability of the furniture.
There are occasions on which I get the feeling that T can get very angry but I feel that she is restraining herself for the benefit of the observers.

ART

The day is concluded with an art lesson during which the children draw with crayons.

Psychological Exam. #17
D. Mandell - 6/61

The teacher is a tall, thin, middle-aged woman who was initially uncomfortable and embarrassed in the testing situation. Her attitude was both one of trying to accomplish a disagreeable task as quickly and efficiently as possible and of attempting to satisfy the requirements of the interviewer. The teacher's general air of unsureness and naivite was dotted with occasional shrewd insights and defensive attempts to assert herself and to control the interview. At times she would make a revealing statement almost inadvertently; at such times she became anxious and attempted to deny her statement. The teacher's initial tenseness and attempts to show herself in a "proper" light (e.g. "Oh, I adjust readily"; "Didn't you like that word? I can use another one.") continued until the interviewer adopted the more congenial attitude of a "cozy chat between the girls", whereupon the teacher became relatively relaxed, animated and occasionally witty.

The teacher is a product of Catholic parochial schools, and taught in them for five years after graduation. She left the parochial system because it was low salaried and has since been teaching in the public schools of Brooklyn. For the past nine years she has remained in her present school as a regular substitute; it is only in the past year that she has taken the regular teacher's examination. She describes herself as having been "pushed" into teaching initially, and as being "prodded" into taking the regular examination by teacher friends.

Of her classes, the teacher claims to find least satisfaction with her present pupils, because of low IQ, low socioeconomic status and poor parental cooperation. She states that some children seem put into her class "to make mischief" and that she is a "strict disciplinarian", but she hastens to say that none of their misfortunes are the children's fault and evidences a good deal of sympathy and concern for them. In teaching, her goals are "the three R's and cleanliness." At one point she describes herself as valuing routine and order; at another point as "not being a stickler for always doing things the same way." The teacher appears conflicted in trying to resolve her ideal of an ordered classroom of gifted children with her constant awareness of the uglier realities she faces; she is divided between resentment of and concern for her pupils.

The teacher, an only child whose father died when she was a young girl, lived alone with her mother until the mother's death about ten years ago. About nine years ago, she married "a wonderful man who fills the gap left by my mother." They have a house on Long Island to which they both devote a good deal of time; they engage in a minimum of other activities. Tired after a long day's commuting, the teacher has thought both of giving up teaching and of moving into the city, but has always found it difficult to make decisions and has therefore often continued whatever she was doing long after the point at which the activity seemed desirable to her.

The teacher appears to be an immature personality who evidences both hysterical and obsessive-compulsive trends. Her battery of defenses, ranging from repression to obsessive vacillation between alternatives, serve to reduce the anxiety resulting from the conflict between strong, unresolved Oedipal longings and an extremely demanding, punitive super-ego. The teacher resolves these opposing id and super-ego demands by frequent, though guarded, sexual fantasies and by timid, conforming behavior.

Having brought a strong oral component and a fearful, ambivalent attitude towards both parents to the Oedipal situation, the teacher appears to have been unable to express either normal love or normal hostility towards the parents or towards others. The inability to express forbidden emotions did not allow the Oedipal situation to be resolved; in its relatively original, primitive state it has determined the teacher's present condition of avoidance of both sexual and aggressive responses. Avoidance of overt aggression is as necessary to the teacher's dynamics as is avoidance of direct sexual expression; therefore the teacher is prevented from actively reaching out for objects and ideas which intrigue her, as well as from expressing hostility openly; this orientation, combined with her strong orality and mother-dependence, has led to passivity and to subtler, less open forms of hostile expression. However, the teacher is less constricted in dealing with indirect aggression than with sexuality; in her fantasies open aggression is permissible, whereas even in fantasy sexuality always wears either a symbolic or a romantic, idealistic mask. Shock and naivite at open sexuality provide the only situation in which her normal functioning is threatened. The teacher is sufficiently aware of the remote possibility of an aggressive explosion to control against it; sexuality, however, is buried under layers of repression.

The teacher's defensive system is both transparent and varied. The brittleness of her defenses makes it necessary for her to have a number of them, so that she is not unprotected if one fails, as it often does. The net effect is of a quite successful defensive system, although not a smooth one, as anxiety is experienced between the short time one defense fails and the next is mobilized to take its place. Repression is a favored and first line defense, though it often fails, at which point projection, doing and undoing, isolation and, as a last resort, extreme constriction and rigidity, are relied upon. In the main, repression and projection are used to escape the awareness of libidinal urges (e.g. through projection men are seen as highly sexual and therefore degraded; also as highly domineering and therefore worthy of resentment); doing and undoing is a major defense in eluding a rigid, duty-oriented super-ego.

The teacher sees herself as indecisive, physically clumsy and not sufficiently adequate socially; she is highly self-critical and self-derogatory. Her major self-perception is that of an introverted, somewhat sad and cynical child. Towards authority of all kinds, the teacher feels a deep-seated fear, growing out of her own ambivalence towards parent-figures, and causing her to repress active, drive-directed living. She is extremely concerned with the way other's view her, tries to act as conformingly as possible, and, under outside pressure, can easily be swayed from her original views. The teacher feels that one has to be careful in relations with others, as she projects her own repressed impulses and sadistic superego onto them; therefore she sees others as potentially moralistic, threatening and animalistic (especially men). Therefore she shrinks from competition, as that might attract negative and hostile attention. However, the teacher also has an amount of warmth, generosity and sympathy, stemming from identification with a mother-figure who is seen as both chastising and consoling, some of which may very well be lavished on her pupils.

The teacher has a number of strengths, including her ability to be sympathetic in non-competitive situations. One is her awareness of emotional and social situation, even though she cannot respond to them fully. Another is her strong drive towards task completion; once she is set a task, she utilizes all her resources in an effort to complete it well, whether or not she sets value on the task itself. (The origin of the drive towardstask-completion appears to be related to the Oedipal situation; hard work is seen as a good ego compromise between id and superego, as by planning and working the father might be won, and the means are so definitely non-sexual that they cease being considered a threat by the superego).

The teacher functions most effectively with a circumscribed, definite task which contains many details and which can finally be integrated, she is more uncomfortable when situations are not precisely defined and when she cannot quickly find a conventional response. She is most disturbed when an undefined situation has emotional, particularly sexual, overtones. In such situations, she either becomes intensely anxious and refuses to react, or produces an hysterical, affective and immature response, with some confusion and ideas of self-reference. However, her thinking never becomes actually pathological.

OBSERVATION - LEVI
February 20, 1961
Case No. 17

Teacher #17 is a firm and authoritative, but always warm and concerned woman, who held the class together at all times on the day this observer visited. Even though there were one or two obviously disturbed children in the class, who were constantly potential foci of disruption, they were handled so skillfully by the teacher that trouble never actually materialized, and this without her ever seeming to devote a disproportionate amount of her attention to it. The prevailing impression that she gave was that she and the pupils were all intensely absorbed in an enterprise of prime importance to all of them, an enterprise in which although she had the teaching function and they the learning, they were in no way in opposition, but were all on the same side. It appeared to matter very much to her that what she was conveying should be understood and should seem real and meaningful, as indeed it did. When she called on one of the children to recite, she looked directly at him, and it seemed to be an important, but nonthreatening, experience for the child. Nor did she respond with bits of meaningless praise: an adequate recitation was, by implication, a minimum demand; and when the teacher occasionally gave praise, it was real praise for a job done unusually well. She did not scold or blame at all. When a pupil did not reply correctly to a question, the teacher's concern was solely to locate the point of misunderstanding and to remedy it, and there was no suggestion of personal onus in this process.

In this same spirit of concentrating more on activities and subject-matter, and de-emphasizing the purely personal, this teacher did not discipline by arousing guilt. There were no pariahs and no heroes in this class, and no occasion was given for pupils to feel jealous or humiliated or uniquely set apart. Mischief did occur once or twice; and in some instances assignments had not been done, or had been done carelessly. In dealing with these episodes, the teacher managed to convey that sin is natural--to her as well as to them and to everyone--and that we must struggle (goodhumoredly) with it. She made it seem understandable that TV is more alluring than homework; and that if mother is away working or visiting, any normal child would succumb to TV; that this was unfortunate, though human, and the thing to do was to remedy the carelessness immediately. The emphasis was on action, not on moral values. She did not imply that such carelessness was a personal offense against her, and she maintained at all times equality of personal status between herself and them, and an underlying assumption that she and they were colleagues involved in the same important task. Even her physical behavior reduced the distance between herself and the class; she seldom sat up front behind her desk; she walked about the room among the children; and when she sat down, it was generally on one of the children's desks, where she was surrounded by her pupils.

The effect on the children of her brisk, incisive, demanding but nonpunitive manner seemed to be most wholesome and refreshing. They responded to the feeling that real and important matters were being pursued in class, and seemed to give the work their attention. I did not see any bored, inattentive children getting into furtive trouble. The directness and clarity of her instructions seemed to engender confidence and security in them, and their answers reflected something of the teacher's self-assurance. Her smooth transitions from subject to subject--spelling to arithmetic to geography--seemed to de-compartmentalize knowledge, so that occasionally a child would illustrate his meaning in the geography lesson with a reference to what had occurred in the arithmetic lesson. Throughout the day the class atmosphere seemed alert and fresh, and was a most positive experience.

While this teacher functioned in an admirable way with her class, it did happen a few times that she was briefly out of contact with them. When this happened, she filled up the empty psychological space with old-fashioned moralistic maxims like "An empty mind is the devil's workshop," which in the total context of her behavior was astonishing and ludicrous. But these episodes were rare, and fortunately were so brief, almost fleeting, that there was not time for the class to react. They lasted a minute or two, after which she abruptly resumed her previous dynamic manner, to which the children immediately responded.

Aurelia Levi

Case No. 19

Observation - S. Duker

This is a class of bright Negro children in a low socio-economic neighborhood.

Room arrangement

There is movable furniture. The T's desk is at the front of the room but T seldom sits there. The bulletin boards are attractive and give the impression of being active and current. The room is neat but not compulsively so. 100% spelling papers are posted on one spot.

Atmosphere

The school has a rather rigid pattern of formality. When the principal escorts us to the room the children jump up and chorus "goodmorning" to the principal. The children line up in the yard before entering the building. This line up is strictly supervised and absolute conformance is required by policing on the part of the principal and his assistants. It is obvious that T is used to visitors and that the class is somewhat of a showpiece. She is at ease and tries to involve observers into class activities.
This class has just made a visit to an all-white Queens school and newspaper clippings concerning this visit are shown to the observers by both principal and teacher.

There is a student teacher in the room (this is her full day in class) but her participation is quite limited. This may be due in part at least to her own lack of initiative but largely to the T's complete domination of the classroom situation.
The children are actively interested and respond avidly to T's questions. There is almost no disorder or inattention. Some children respond more often than others but there is general participation.

Science

The lesson is on temperatures. T is getting suggestions about the likely change of temperature at different hours of the day. She is quite accepting of suggestions but it is easy to see that only those figures that she originally had in mind are finally put on the board. During this lesson a child makes the remark, "I slept like a baby." This used as a take-off point for a discussion of "expressions" of this kind. Children are asked to watch for such expressions during their reading period.

Reading

A well organized program of individualized reading is in effect in this class. Children appear to be quite interested and do a considerable amount of reading during the alotted period.
One boy is reading a very easy book (he is looking at the pictures more than at the text.) T suggests that he try a "harder" book and helps him select it. It appears obvious that this new book is far beyond him. Later on when T shows us the children's I.Q.'s which generally run from 105 to 115, it develops that he has a listed I.Q. score of 73 and that he is a year older than any of the other children and 2 years older than most. T explains that he is a transfer from a parochial school and that such children are assigned to classes in a rather haphazard fashion. He is obviously out of place in this class of bright children.

Snack period

Ample time is allowed and this is a truly relaxing period. It is followed by some lively exercises accompanied by T at piano.

Election

An election, preceded by nominations, motions to close nominations, is held for boy captain and girl captain. This is apparently a monthly affair and previous office holders are barred. T presides and attempts to limit number of candidates although she does not insist. The boy captain contest ends in a tie which somewhat flusters T. It is finally decided by the toss of a coin.

Mathematics

Adding of 10 to a number and a discussion of shape of rectangles. Problems are based on length of perimeters. This is understood by most but not by all the children.

Social Studies

The afternoon is spent on a discussion of TV. A list is made of programs children are familiar with (children have prepared individual lists as homework.) The list includes practically all programs especially the most bloodthirsty ones as well as those scheduled for late evening hours.
T suggests that "Three Stooges" program is not very worthwhile but there are a number of children who at first attempt to defend it. When they perceive that T has definite views they accede. Several hands go up signifying willingness to write letter to sponsor asking for a better program. One

child suggests that this would be difficult for the sponsor as one of the 3 stooges has died. The boy with the 73 IQ score says sotto voce that he is going to write sponsor asking them to leave program as it is. He describes a scene in this program to me with great enthusiasm.
T's efforts to suggest that sponsor's product (Boscot I believe) is not really as desirable as commercials say meets with verbal acceptance by children but it is doubtful if they really concur. During this lesson T takes advantage continually of teaching opportunities relating to other new facts and ideas.

There are few dull moments and the T's dynamic activity and interest carries most of the children along.

Observation - Belinky - March 3, 1961 - Case No. 19

The teacher is a somewhat tacky looking, older woman of about forty-eight or fifty, who looks rather unprepossessing and grandmotherly. While she usually speaks quietly, in a generally flat tone of voice, she is quite warm, spontaneous and outgoing. No one can help but be impressed by the vigorous way she strives to teach her pupils and make them truly educated, self-reliant, independent thinkers. She is intensely involved in giving these lower class, underprivileged, Negro children every possible opportunity to learn, and wisely, is most preoccupied with giving them intellectual tools. She is more concerned with teaching ways of thinking than with teaching specific facts, and has the knack of selecting material of special interest to the children as a basis for her discussion.

She does not let her eagerness to teach the group as a whole interfere with her awareness of the special needs of individual students. Furthermore, she is not content to merely meet what appears to be a child's present need, but in addition, constantly encourages him to extend himself and try new, harder, more mature tasks. In doing this, she displays an excellent psychological sensitivity to children, never criticizes or ridicules them, and is patient and accepting of their fears and anxieties. What is more, she has the knack for saying the psychologically right things.

She is so eager to make fullest use of every possible teaching resource, that only a short period of time elapsed before she began suggesting to some of the children who were waiting for her help that they seek help from the two observers. I was particularly impressed by her attempts to develop independent, critical thinking. She encouraged the children to put down a book after they had read a chapter and to think about what they had read. Furthermore, she made them think about why publishers have blurbs on book jackets and what the manufacturer's real motives are when he calls something "the thinking boy's toy." She also tried to develop a critical capacity about TV, both about the shows themselves and about the commercials, even going so far as to encourage the pupils to write sponsors requesting "food for the mind" that is as good as they claim their product is for the body.

While making herself readily available to students and offering to help, she doesn't smother them by forcing her help upon them, but rather waits till they accept her offer. She is extremely sensitive to children's needs and to what motivates them, so she is able to empathize with a shy, timid, new student and explain that "he is not used to independence yet". Similarly, she realizes that sincere praise and approval are the best motivators so that when the children were experimenting with Haiku (stylized seventeen syllable Japanese verse), she posted samples, remarking "when they extend themselves, we have to display it."

She is very much aware that one learns by doing and sets up little experiments with plants and has the children run the class election. Despite her seeming permissiveness, however, she keeps tight control of the class and makes sure all effort is channeled into productive areas.

The feeling tone of the classroom is excellent. For these children, school is a rich, satisfying adventure and they love it and love their teacher. On her part, she is obviously greatly concerned with them, and gives them all she can, even though at times it might be somewhat more than they can cope with. One example of the extent of her concern with them is the fact that her report cards all carried lengthy, well thought-out comments to the parents of each student.

While I feel Mrs. is an excellent teacher and her pupils are fortunate to have her, I do have a few minor criticisms.

(a) At times in her eagerness to teach, she does get somewhat muddled and may go over the students' heads.

(b) When a child broke a tooth at lunch time, surprisingly she commented, "What a terrible catastrophy for a beautiful girl" - a remark that could only have the effect of making the child feel worse, not better.

(c) She made little use of the student teacher, not really using her till 2:30 PM. Perhaps this was because the student teacher was quite inexperienced, but it seems likely that were Mrs. a little more able to give up her complete control of the class she would have been able to make more profitable use of the student teacher.

Teacher's
Case No. 19 - 1
Psychological Report

INTEGRATED RESEARCH REPORT:

She is a 50-year old, third grade teacher, living with her husband. She was raised by a cold, rejecting mother who showed strong favoritism for the aggressive older brother. Her father was a highly intellectual man who idealized his daughter. As a child she identified strongly with her father toward whom she was closely drawn. She was a "tomboy" until about the age of ten. She incorporated her father's love of knowledge and has become a prolific intellectual research worker in the area of English literature. While she rejects her father's emphasis on rules by "cluttering up the house," she shows extreme compulsivity in her work. Her feelings of deprivation from her mother have caused a compensatory materialistic attitude which have led to a good deal of financial worrying which was not really justified. Her continued masculine strivings, to publish her work, to become a high school teacher, etc., have made it more difficult for her to fulfill a passive-feminine role. About this she is quite insecure. She shows an oversensitive reaction to anything that threatens her femininity such as aging, loss of beauty, her recent hysterectomy, etc. As might be expected her sexual adjustment in marriage was slow, but because of her apparently mature, practical, and understanding husband, her marriage has been extremely helpful and reassuring for her.

She has never had peer relations either before her marriage or at the present time. She relates to peers in a very defensive, superior, attacking, and sometimes sarcastic manner so that if she does not reject them, they often dislike her. Nevertheless, the resulting isolation contributed to an underlying depressive mood.

In her teaching, she feels very much at home since she can be the intellectual and throws herself into her work wholeheartedly. Her relationship with the children helps compensate for her fears, a lack of femininity, and she takes a rather maternalistic role with them. She is a creative, successful teacher and in this situation, maintains a high self-image and free expressivity.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS - August 1961.

She responds to authority with insecurity, aggression, and superiority. She uses her area of special interest as a defense and appears to be engaged in power struggles which are at times inappropriate. She feels rejected by women, and of course has problems in sexual identification. In new situations there is a critical defensiveness and anticipation of attack, a turning of focus away from herself in a defensive flight into objectivity. Work appears to offer a means of self-expression, some satisfaction of emotional and intellectual needs: (her maternal feelings; expression of the power struggle in identifying with her students against their parents. It also allows expression of an authority role without threat or challenge.

This is a very sad and lonely woman who has adopted compulsive defenses in her masculine strivings.

Doris Molin,
ASSISTANT PSYCHOLOGIST

TEACHERS CLASSIFIED AS "C"

ON THE BASIS OF THE MANIFOLD INTEREST SCHEDULE

Case No. 2 - Sam Duker

This class is composed of extremely bright youngsters from middle class homes.

Room arrangement.

Room is attractive, but extremely disorderly. A few examples of this: 1. a few cartons are piled on floor, they are not closed and not open, but piled helter-skelter; 2. children have made scarves that are exhibited on a cord, part of them are dragging on the floor; 3. this modern classroom has a special closet for paper supplies. Large sheets of newsprint have been crammed into the specially provided place and thus are crumpled when taken out; 4. library books are disorderly, they have been labelled for difficulty levels. These labels are loose and torn off; 5. oilcloth on table in the back of the room is dirty; 6. everythin that is posted on the wall is at an angle. There are about ten other examples that I noted but this should convey the idea.

Children's desks are of the moveable type, but little or no advantage is taken of this fact. Teacher's desk is at the side of the front of the room and is only occasionally occupied by Mrs.

The children.

Children have definite jobs such as distributing milk, collecting trash, opening the wardrobe, acting as monitors to write names of those children who are talking on the board etc. A pupil "leads" the opening exercises, but Mrs. takes over the conduct of these exercises.

General Procedure.

At 8:40 when I arrived the plan for the day was already on the board. When class opened the children were asked to explain to the visitor why the plan was not usually carried out in full. A youngster gives the wrong answer!! "Because you spend so much time scolding us." Mrs. is not pleased with this answer, but on does not get the idea that there will be any retribution.

Everytime a child enters or leaves the room he slams the door. Mrs. is not bothered in the least by this, but slams the door herself on a couple of occasio

Current events.

A girl who is obviously far sighted but does not wear glasses, reads a newsnote about the proposed Amendment to the Constitution which will give Washington, D.C. 3 "electoral colleges". Mrs. tries to elicit from the class the results of a previous discussion about the electoral college, but is not successful in gettin agreement with her apparent feeling that the electoral college should be done aw with. One gets the impression that the whole issue is not very clear to the children.

Mrs. is obviously interested in the children and their news notes, but her reactions are as disorderly as the room is and principal topics tend to be forgott as side issues are raised.

Mathematics.

Liquid measures. Obviously a carefully prepared lesson. It starts by Mrs. putting a very sloppy diagram on the board. There seems to be reasonably good rapport between Mrs. and the children but one does not get the feeling of real warmth. After discussing ounces, cups, pints and quarts, Mrs. asked the children for other interesting facts. One child comes up with the number of 1/8 ounc in a quart. This Mrs. finds way beyond her and she admits it. The math lesso doesn't come to an end it just sort of dwindles away.

Penmanship.

This is a rather poor lesson. No attention is given to proper posture or to left handed children. Model letters are put on board by Mrs. with obvious difficul

Reading and spelling.

These two subjects are intermingled. Children are asked to find small words in large words (not a favored procedure), and to do exercises in the spelling workbo After they are through with spelling, children may take their books for what Mrs. calls "individualized reading." This is the first class of a very great many tha I have observed where this type of reading is not met with great enthusiasm. Thi plan for the teaching of reading is based on the idea of free choice of reading material and instruction through individual conferences with the teacher. Mrs. has four of these individual conferences. She appears to have little idea of th purpose. I note on the record card she keeps that the children have only had one previous conference with her this school year. The last ones had been held early in November and one child had not had a conference previously. Most children prefer to keep on with their spelling work-book.

Spanish.

A television lesson in Spanish is a rather confusing one. Mrs. constantly int rupts by turning off TV sound. Children with only one or two exceptions, appear quite disinterested.

Science.

A special science teacher comes into the class and teaches a lesson on the planet Mrs. circulates around the room and on one occasion is told, almost bluntly, n to interfere, but she doesn't get the point.

General comment.

Mrs. is obviously interested in and takes great pride in her pupils. She is active and not in the least lazy. She is, however, oblivious to much that goes c and quite ineffective and grossly inefficient.

Observation - Belinky - 12/16/60 - Case #2

This teacher is rather detached, remote and overwhelmed by her class. She is unable to really keep order or to retain the students' attention. There is a constantly high noise level in the room owing to the students' steady chatter and frequent movement about the room. All morning she did practically nothing about this noise, and merely continued to drone on in the same monotonous tone of voice, not even speaking louder when the noise was greatest. Directly before the noon recess, however, she suddenly got angry and yelled at the class to quiet them. They were quiet for a minute or two, then continued as before, at which time she suddenly punished one child (he had to write 25 spelling words four times each) for doing what everybody else had been doing. Directly thereafter, when the chattering had again become widespread, she asked the class who had been talking and two or three pupils admitted guilt and received the same punishment. She stopped with this arbitrary punishment of a few of the many guilty ones, and the noise soon returned to its previous high level. In the afternoon the teacher was more irritable and would abruptly and arbitrarily yell for quiet, to little avail. Similarly, she would intermittently criticize various students, but neither the specific activity of the class nor of the individual students were in any way unusual, compared to the rest of the time, at the time of her criticism. Frequently she criticized behavior that she had previously ignored and again ignored shortly thereafter. Having shouted at the class, she would continue to lecture in the same monotonous tone and the students would continue to talk just as before. At no time during the day did she ever really gain control of the class.

In general she seemed very insensitive to what was going on in the class and unable or unwilling to assert any control or direction and was quite willing to let things drift. General examples may be instructive.

A. There were always between two and six children in the class who were not doing what everybody else was doing. The prime example of this occurred during the morning arithmetic session. When the other children started to get out the arithmetic books, a large girl named Alice started rearranging and cleaning her desk, oblivious to the rest of the class. She was quite open about what she was doing and made no attempt to conceal her behavior, going so far as to go to the front of the room for the waste basket. When she was satisfied with the condition of her desk and had rearranged all her books, she then spent about five minutes at the bulletin board and talking to another student, jointly doing something with the daily list of those who leave the room. She then left the room for about five minutes, without seemingly in any way attracting the teacher's attention. Alice then returned to her desk and for the first time took out (but did not open) her math book, twenty minutes already having elapsed. She spoke to her neighbor for another two or three minutes, then the teacher called upon her. Alice excused her inability to answer the question by saying that her neighbor had taken her eraser (true, but immaterial). The teacher then criticized the neighbor and brought the math lesson to an end.

B. At one time when two boys had been squabbling vociferously in a corner for about five minutes unnoticed and were now on the verge of blows, the teacher finally intervened to the extent of saying, "Louis, please sit down."

C. The teacher never made an attempt to keep the class up to the mark at all. The simple task of putting one set of materials away and taking out another set regularly took between four and five minutes by the clock. Once she gave the directions she abrogated all authority, standing idly by. The children would take out the required materials, then other things, then would start talking still more and moving around the room. The teacher would then seemingly remember why she was there, criticize the class for being so slow, and then start to work.

D. A similar situation developed after a spelling test. The children exchanged papers for marking, then had their own returned. The teacher gave no further instructions and occupied herself. The children were expected to paste their test papers into a notebook and to write the test words in sentences. Most did the pasting, but only a few, if any, wrote the sentences, and for another fifteen minutes the class was in turmoil. There was certainly no feeling that the children expected their marks to be checked. It is noteworthy that it was at this point that one of the students asked me if I was bored. When I asked why she asked, she said that I must get very bored just watching, and that she was bored so I must be, too.

Clearly, the long periods without control are unsatisfying to the students, makes them lose interest, and because they are distracted, makes it very difficult for them to suddenly attend to academic materials. It is my impression that very little is actually taught content-wise and even less is absorbed because of the teacher's inability to focus and hold their attention.

Chatting at lunch with two students, one of them, the one who had complained of being bored, revealed that the teacher was well liked and was thought of as a good teacher. The girls explained that their last year's teacher had "spoiled them" and let them talk a lot, but that their teacher was a better teacher because there was less joking and she gave lots of tests.

Although my over-all impression of the teacher is far from favorable and I think she is doing little for these children, she does have one special skill worthy of praise. She is able to capitalize on significant events and use them fruitfully in teaching broader, more mature conduct. I first met the class after assembly and accompanied it upstairs. The children immediately began buzzing and became agitated over the belief that I was going to test them. As soon as we entered the class, the teacher used this behavior as a basis for a discussion of rumors, how unfounded they can be, how fast they spread, etc. I thought this was excellent.

Also, at times she would call upon children who had been talking, asking both the same question. When both missed the question, she would point out "two people don't know the answer because one was talking."

At the end of the day, the teacher informed me that while this was supposed to be an above-average class, they were not working up to capacity. When asked why that was, she replied, "I wish I knew. I wish you would tell me." My own feeling is that this is largely because she fails to stimulate or control them and gives this bright and precocious class too much time to get bored with her.

Psychological Examination
February 1961 - Belinky
Case No. 2

Observation: This is a rather attractive, poised woman who was obviously made quite anxious by the testing procedure, but who controlled her anxiety reasonably well. It was quite difficult to arrange for testing and several appointments were broken or missed.

Interview and Test Results: (She gave extremely rich interview and test data, a thorough analysis of which would take in far beyond the purpose of this report into the labyrinth of psychopathology. What follows is really a condensed summary of those factors which seem most pertinent to her functioning as a teacher.)

Basically, she is a quite intelligent, potentially creative person who is laboring under a major emotional disability. She is terribly frightened, insecure, ineffectual, passive, infantile person who finds reality very distressing and who resorts to extremely primitive defenses. These defenses themselves are quite weak and disorganized and seem in imminent danger of collapsing completely. She is a person for whom physical maturity has never brought adult satisfactions, presumably because she has never developed the requisite ego strength necessary to achieve satisfaction of her own needs. Faced with a reality that she sees as bleak and depressing, she resorts to massive, primitive denial to avoid her own painful feelings and withdraws into a very rich, active, sometimes bizarre, perhaps even at times hallucinatory fantasy life - a fantasy life reminiscent, at best, of that of a ten or twelve year old.

While to casual, superficial observation her thought processes appear reasonably normal, deeper investigation reveals a severe thinking disorder which borders on schizophrenia. She shows a marked loosening of associations with considerable confabulatory thinking; bizarre, autistic, perseverative, idiosyncratic thought processes and perceptions; inappropriate affect; and marked confusion in the sense of time.

She sees herself as a rather blah, insipid, uninteresting person but feels that her husband and children see her as somewhat more dynamic. By her report, her son actively disapproves of her teaching, which he seems to see as a competing demand for her attention. Similarly, she reports that while her husband takes pride in her teaching, "like most men, he would like to have his wife all to himself". It is clear that her best relationship is with her daughter who is pleased that she is a teacher. They have many interests in common and do many things together, but contrary to the usual state of affairs, she seems to identify with the daughter as much or more than the reverse. She quite literally and consciously longs to return to childhood, the setting of most of her fantasies, because the child's world is "full of hope and very inspiring". To her, childhood is ideal because it is rich in dreams. It is also noteworthy that the only complimentary thing she said about herself was that she "had a childlike awareness of things that most people take for granted after a while."

Extremely sensitive to strong emotional stimuli, she however, is often overwhelmed by them and frequently, almost usually, is unable to to respond in any mature, highly differentiated way. Instead, she often resorts to denial proper or to the similar but less complete defense of distanciation - removing herself in a psychological sense so that the stimulus becomes remote and relatively impersonal - (e.g., instead of talking about two people having an argument, she makes them "two people in a story in a slick magazine"). While she has considerable imagination, her fantasies and perceptions are so little founded in reality that she often sees the world in quite bizarre, idiosyncratic ways, far different from the way others see it. Furthermore, her denial is so massive that often she completely blocks out major features while obsessing at great length about minor ones.

Seemingly in conflict with these denial tendencies is her rather strong, suspicious, watchful, almost paranoid orientation with its heavy overlay of personal insecurity (often explicitly denied), ambivalence, and obsessive doubting. What seems to be the case is that this apparent watchfulness is really her way of looking for the fulfillment of her fantasies. Her paranoid perception is quite selectively oriented and is blind to anything not intimately connected with her romantic wish fulfillments.

All in all this is a very disturbed, overideational, pre or borderline schizophrenic woman whose present highly tenuous adjustment seems to be maintained largely because, as a teacher, she is allowed to experience either actually or vicariously many of her childish and exhibitionistic fantasies. Her adjustment on the job, to her husband, and to her children all seem fraught with potential danger should any of them undergo a shift in the balance of mature and immature behavior they demand of her. And such a shift seems inevitable eventually.

As a teacher, she is likely to be quite sympathetic and understanding, often identifying with the underdog, but she is bound to be terribly incompetent and poorly organized. Her deficiencies will be more noticeable the more she deals with older children. She will be best with nursery school or kindergarten. As the children get older and more competent, she will be less adequate.

Case No. 5-1

Observation — S. Duker — 2/3/61

Room arrangement

The physical handicaps under which this class is taught are beyond belief. The class is situated in a small room which is crowded practically from wall to wall with stationary desks although only about half of them are occupied by children. This is a "walk through" room that operates as a hallway as well as a classroom. When assemblies are held the walls or doors are opened and this classroom becomes part of an "auditorium" from any point of which not more than half the stage is visible. On the day of the observation there was a lower grade assembly from 9 to 10:30 so that Mr. X's class had to go to the cement-floored basement to engage in physical activities. The space allotted to this class (other classes also having been dispossessed occupied the rest of the basement) was hardly large enough for the children to form a circle. The building is over 80 years old. Sound carries to the classroom from a number of other rooms so that any reasonable concentration becomes an impossibility. Under these circumstances one hesitates to be critical of anything the teacher does as one only has to picture himself in that situation.

Physical activities

He had placed the class in charge of a monitor but this seemed to work out only as a device whereby he gave his instructions to the monitor who attempted to convey them to the class. Since he spoke very softly it then became necessary for him to convey the monitor's directions to the class. He greeted us (Mr. Belinky and myself) quite cordially when we arrived in the basement and explained that his only role was looking after the safety of the children since the monitor was conducting the games. As he is explaining this one of the boys takes a nasty tumble on the cement but he seems oblivious to this.

Games that are being played appear to be rather rough on a cement floor and there are, as a result, a number of bumps during the session. He has a difficult time with his discipline. One of the devices he uses is to bar a child from the game; another to scold rather loudly with his face right next to a child's face. He has a tendency to pull and push the children physically. He tends to single out a few children for his displeasure although their conduct does not appear to be much different from that of most of the others.

Social Studies

Discussion of February and making of calendars for the month. Directions are vague but the children occupy themselves with the task. There is constant trouble with discipline. Children are made to stand etc., but actually the discipline is not nearly as bad as it apparently seems to him, and he who is obviously quite conscious of the presence of the observers.

Language Arts

Discussion about St. Valentine's Day. A passage is on the chalkboard and it is first read and then discussed. The language and thought content both appear to be somewhat above the level of the children. The necessity of good handwriting is tied in by him with the idea that Valentines were originally proposals of marriage and that fathers would not let their daughters marry suitors with inept handwriting.

Music

A panel with pupil chairman reports on a number of singers — Frank Sinatra, etc. The actual chairman is superceded by him most of the time. The class seems to be more interested in the singers' girl friends and boy friends than they are in the songs they have recorded, although he tries on occasion to return the subject to recordings. This is followed by some very good singing of a round.

General impression.

He is obviously lacking in teaching experience and I am sure never had the benefits of a student teaching experience. This fact together with the physical handicaps of the surroundings leave me at the end of the day with a feeling of futility.

Case No. 5 - Charles R. Bolinsky

In evaluating Mr. T it should be understood that both he and the observer were operating under severe handicaps. His school is an ancient, outmoded, firetrap, lacking every sort of modern convenience. The school assembly hall has been divided with sliding partitions into 3 classrooms. Because Mr. T's classroom is one of these three, he was dispossessed from his classroom to the basement "gym" (sic.) for a large part of the morning so that other classes could hold their assembly. His class then held its assembly, so that the time for actual classroom observation was limited.

Most noticeable about Mr. T is that he is a warm person, genuinely interested in and concerned about the children. He means well for them, but unfortunately, because his techniques for handling children are relatively ineffectual and inefficient, his good intentions come to naught. He seems to be a potentially good teacher who is severely handicapped by a lack of training and cogent, constructive criticism. This is most apparent in two major areas, discipline and control of the class and a psychological understanding of children.

He finds it very difficult to relax his control so that even when he appoints a student to be the leader or chairman, he constantly interrupts and dominates. In discipline and organization of class activities he tends to be quite authoritarian and rigidly rule-bound. This rather conflicts with his personality which tends to be rather easy going and accepting, so that he is actually incapable most of the time of following through on the authoritarianism and carrying out the threatened punishment. Instead he has become what the Fels people characterized as an "excessive explainer" - always explaining why or why not, always reasoning, always applying logic, always giving another chance, and always being faced with the same discipline problems because the pupils know he is mostly bluff.

His primary management problem and the one that clearly has preoccupied him continually from the beginning of the school year is maintaining quiet in the classroom, yet it is still a major problem. Children still call out and chatter, and he still reprimands and lectures them frequently to no avail.

An indication of just how much effort he has given this can be gained from an incident while the children were in the gym. Mr. T gave them permission for a free play period and they began to move around and talk. He then interrupted them called them to order, and wasted 5 minutes getting them to line up. When he first interrupted he remembered that he was doing so because they had broken a school rule and were running where they should not. When the children were lined up he asked them if they knew why he had stopped them. Several said because they were too noisy, none commented on the running, indicating how much noise has been emphasized. The teacher was clearly in a quandry and was obviously unwilling to give up this opportunity to plug for quiet. He took the easy way out and accept their answer, not having either the personal security in the situation or the training to say "No, I stopped you because you were running. It is perfectly alright to be noisy here, in fact that is what the gym is for."

This small example is instructive on another count as well, because it is indicative of how psychologically estranged he is from the children's feelings. He does not seem able to understand children's need for an opportunity to talk and shout and let off steam. He is psychologically deaf to their need and reacts to it only as a discipline problem. Another example of his psychological deafness came about in the way he dealt with a boy who was a constant whiner and obvious malingerer. He answered his complaints, again giving excessive explanation, inquired quite seriously about the pain he was reporting, and flew to his defense when another child accused him of malingering. But even though this was clearly a frequent pattern of behavior on the part of this child, Mr. Y never once attempted to go beyond the overt content of what the child said to get at the needs or feelings triggering off his behavior, nor did he try to interpret to the child what he was really saying by his behavior.

In many respects Mr. Y encourages attitudes and behavior a psychologist considers good - independence, self-reliance, self-confidence and originality, but th way he goes about it is rather naively simple and unlikely to achieve the desired end. He is full of cliches, homilies, and aphorisms and obviously feels that the didactic approach is enough, seemingly little realizing that these behaviors must be developed psychologically, not verbally. One example should suffice: when he calls on a child and gets a correct answer, he often asks "are you sure? You must be sure, you must have confidence." It is unfortunate that he does not have the background to realize that self-confidence, independence, etc., come only out of a history of successes and achievements, and that telling a person he should have these qualities from now to doomsday will be useless unless he actually has experiences that yield these feelings.

Mr. Y. has a rather humble quality, quite unusual among teachers in my experience, that I rather like. The feeling that he is also there to learn. He is not at all defensive about not knowing something and frequently aligns himself with the children by such statements as "We must take the word of those who know better than we."

I can't resist the temptation to compare the classroom atmosphere with a family constellation. Whereas most classrooms seem to be definitely parent-child systems, Mr. Y's seem much more to be a big brother-younger siblings kind of system. The whole feeling I get is of some one who has had authority thrust upon him. Because he is unused to it and because he identifies perhaps more with the student role than with the teacher role, (intensified, perhaps, by the fact that both he and his students are Negroes and speak English with heavy accents) he uses this authority uncertainly, rigidly, and with misgivings. This impression seems to be confirmed not only by his humility, defensively motivated authoritarianism, and his need to justify himself to the observer, but more importantly by the way the children react to him. They like him and value him, but they also see through him and at times tend to treat him also like a peer. This closeness is potentiall very good and can be capitalized upon to enrich the learning situation by making it more genuinely cooperative and less authoritarian, but this is not the case at present and is unlikely to become so unless he is able to receive and utilize some very good supervision. The word "utilize" is important here, because he seems so Igo-involved in being a good teacher that it is probably very hard for him to reall bear criticism and let it sink in, to the point where he can act upon it constructively rather than defensively.

Mr. Y. has several regrettable teaching techniques that I am sure could also be altered with more taining. (A) Even though he pays a lot of attention to rules and order, doing everything in rows, etc., he is terribly inefficient and wastes far too much time on insignificant things. (B) He frequently calls the children by their last names alone. Coming from another culture (Jamaican), he may not realize how insulting this sounds. (C) He generally confines his teaching attention to a too small group of better behaved children. He should widen his scope and insist on more participation. (D) He concludes activities very abruptly - "Not one more mark." A little less abruption would be better. (E) He seems subtly to encourage excessive rationalization in the students.

Lest it seems that his technique is all bad, it should be noted that he has the really superior teacher's flair for stating things in ways that would be simple and meaningful for his students and an ability to make connections across subjects. For instance, to illustrate the importance of good handwriting he wrote a passage in a very childish manner and emphasized that he was imitating his friends, something they do frequently - this got to the pupils at once. He also has a very nice way of looking at learning generally - when a passage on the black board that was to be copied was partly obliterated, he did not scold the class for carelessness, but rather commented "It is too bad you deprived yourself of a complete sentence, deprived yourself of a good story." This is a way of thinking I like very much.

To summarize briefly, I think Mr. T is a potentially very good teacher who has a real flair for teaching and a very good feeling for children, but unfortunately, he is sadly handicapped at present by a lack of cogent training aimed at making him more psychologically sophisticated about children and at making him more masterful yet less authoritarian technically.

Teachers
Case No. 5 - 1
Psychological Report

INTEGRATED SUMMARY - 6/30/61:

This is a fairly emotionally stable man whose lack of real intimacy with other people protect him from most emotional crises. He was rather badly upset only by the death of his father several years ago.

Obviously he has been very ambitious and productive to have accomplished such a degree of social and geographical mobility but he has been a sort of compulsive plodder rather than a creative or enthusiastic man. He worked his way up through the ranks, so to speak, rather than striking for ideals. He prefers situations that are stable and predictable and shows poor tolerance for ambiguous conditions. He enjoys his structured role as a teacher and feels safe in it.

He does not like to be questioned about his motives or to think about his attitudes and feelings. There is a strong tendency to deny this side of life and to defend against his feelings by reaction formation. He is extremely focused on self-control and disparages his own impulses, particularly his aggression. He describes himself as a kind of man who smiles when he is angry.

In social situations he often feels inferior and attempts to cover these feelings by a pretentious manner. He often speaks with an exaggerated articulation while the verbal expression itself is awkward. He and his wife actually avoid social contact and have few friends. His compulsive defenses and his flight into objective minutae sometimes serve as a cushion against his feelings of social inferiority. It is with relief that he returns to his established role of head of his household and his classroom but takes some advantage of the situation by expressing himself in a patronizing and narcissistic way toward subordinates. He cannot easily accept contradictions or challenges to his authority but suppresses any desires to be punitive. Instead he prides himself on his emotional control and his capacity for passive acceptance. A good deal of such self-molding and suppression of automatic reactions is probably necessary to anyone attempting to assimilate across such a large cultural gap. He has successfully maintained himself, achieved many of his goals, and has developed no clinical symptomatology.

James W. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS:

Teaching appeared to originally offer a position of authority and prestige. His strong drives for achievement allow him to sustain effort for accomplishment, yet is mixed with feelings of dissatisfaction of being submissive and weakened, and causes him to question the strength of his own power and drive, in that despite his great strivings and accomplishments, he is never the final authority. His restraint and isolation as well as his other major defenses appear to be defenses against strong dependency.needs.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

mw

OBSERVATION

CASE #8
DUKER
2/1/61

This class is of average ability - most of the pupils come from middle class homes.

Classroom Arrangement

The furniture is moveable but it is kept rigidly in place. Mrs. insists on each table being kept properly aligned. The teacher's desk is in the front of the room and Mrs. occupies her position there for a good portion of the day. The room is very neat and business-like. Bulletin boards are current and neat. The current themes appear to be South America and the Civil War.

Current events

Children bring in news items. A pattern that is to reappear all through the day of observation develops here. All children who have something to say stand, line up, and take turns in the front of the room to say their say. Afterwards they line up again and come to the teacher's desk one by one to get checks in their notebooks. Mrs. also keeps these checks in a book of her own and calls attention to the fact that this is the basis for marks on report cards. There is constant emphasis on these checks throughout the day. Children bring in news items and a report on the month of February. Mrs. capitalizes on items by developing ideas and vocabulary. There is a slight tendency toward sarcasm but it could also be construed as friendly fun. Question is asked how many days it takes for the earth to revolve around the sun "Everybody write it down." The four who wrote 365¼ days come to the desk to get their checks.

Mathematics

Multiplication of fractions and mixed numbers by whole numbers. Those who don't understand procedure are told to stand. Five do. The process is then explained to the entire class rather than to just those five.

Problems are written on the board. One boy who says he can't see the board is brought to the front of the room. Interestingly enough, the conversation discloses that Mrs. is aware of his visual difficulty but notwithstanding that he has a seat in the very back of the room.

After another explanation of the math in which some errors had appeared, Mrs. asks "Now, what should happen" "Everybody should get 100%". Mrs. comments, "Anybody want to bet me that that won't happen?" Children do their math work on the board in a cramped crowded fashion although the entire board is available.

Mrs. is rather impatient with a boy who has trouble finding a common factor of 7 and 14 for cancelling purposes and comments: "Well, if you don't know how to multiply how can you do this problem?"

Cookie Time

This is a relaxed period until the cookie monitor who is selling cookies at 1¢ complains about being rushed. Mrs. says not to sell cookies to those who rush her.

Mrs. also announces that she will not allow anyone else to borrow her Scotch tape as her roll is almost gone and none had returned any borrowed tape.

Spelling

There is only one group although it is apparent that the abilities of this class are quite heterogenous.

The sentences Mrs. uses in giving out the spelling words all relate to science and there is a great deal of give and take as a result. One child finally asks if they could go on with their spelling and finish it. Mrs. says OK and does so. Mrs. seems hazy about some of the science concepts brought out by the children. Checks are given for the perfect spelling papers.

Book reports

Checks are given to children bringing in book reports but they are not shared with the class.

Language Arts

Children are told to complete limericks. Upon completion they come to Mrs. 's desk and if the line suits her they get a check. If she really likes it, the lines are read to the class. If she doesn't find the line satisfactory they are sent back to try again sometimes with a slightly sarcastic remark. "Even nonsense has to have some sense."

Social Studies

A discussion of the Argentine and modes of transportation. This lesson is carried on in just the way the previous ones have.

OBSERVATION
CASE #8
BELINKY

Mrs. is a gray-haired, grandmotherly woman who looks to be about 55 or 60 and speaks with a heavy Brooklyn accent. She is very anxious, ineffectual, poorly organized, coercive and inadequate as a teacher. In addition she is obsessive about marks and grades, has not had an original thought of her own in I don't know how long, and because she is rather dull, frequently teaches things that are incorrect. She is terribly trite and banal, and is unlikely to mention anything that might be even remotely controversial. Despite these weaknesses, the children seem to like her and often are quick and eager to respond.

Perhaps most characteristic of Mrs. is her strong need to know exactly what is going on all the time and her need to bolster her judgment of the students with many grades. She was made very anxious by the observer's request that the class write a brief paragraph about the school day, and made a point of reading all of them before passing them on. Frequently, after having asked the class an informal question, she would suddenly instruct the students to write the answer in their notebooks and bring it up for grading so that in the course of the day she graded and recorded the answers to perhaps 10 rather insignificant questions. This procedure consumed a lot of class time and judging from the nature of the questions seems unlikely to give any valid measure of ability, so that rather than being a useful teaching technique, it seems simply to be a defensive mechanism on her part to control the anxiety she must feel about giving grades. Her anxiety over this whole business of written records was further emphasized during the afternoon when she thought she might have made an error in her record keeping - she became very irritable and short tempered and sounded on the verge of tears.

Her whole teaching method is poorly organized and uninspiring, lacking in imagination or creativity. She seems to teach straight from the book, exactly what she has been told to teach, and is unable to enliven things even slightly with additional examples or paraphrases of what has been given before. The overall impression is that she has taught the exact same material the exact same way for years and now cannot help but be boring. It is noteworthy that there is obviously some pressure on her from above, because she now plugs for science at every opportunity. In fact, she now gets so involved in her brief commercials for science that she completely confuses and disorganizes the task at hand. This was particularly noticeable when she gave a spelling test using as context sentences praising Pasteur. She got so involved in Pasteur that the spelling test was forgotten for varying periods of time while the class discussed "science."

OBSERVATION
CASE #8 - 2

This praise of science seems to be out of keeping with Mrs. W's insecure personality - she seems like the last person in the world to be interested in new things and new techniques. Some support for this impression was obtained from comments she made to the effect that we should not bother about space, but should concern ourselves with earth. While this is not an uncommon viewpoint, in this case it might be an important indicator of emotional tone. It is hard to say if the pupils sense this basic contradiction in Mrs. 's approach to science - I saw no signs of it, yet kids are very sharp, and an awareness of this kind of conflict would probably present problems for them.

Mrs. W looked very promising at the beginning of the day. The atmosphere was comparatively light, friendly, and jovial and the children were alert, eager and responsive. As the day progressed, she became more and more harsh, insensitive and coercive. I feel that her early performance was in large part deliberately calculated to impress the observers, and that her later behavior was at least in part a reflection of the anxiety she felt at being observed so long. While her irritability and marked insensitivity to children's feelings in the afternoon was probably exaggerated by being observed, they should not be totally discounted because they obviously are habitual, characteristic ways of response.

Personally, I objected most to the extreme psychological distance between her and the children. She constantly nagged, scolded and criticized them, seldom if ever giving any praise or encouragement. What is worse, her criticism was almost always unconstructive "You should know that," "You did it wrong, I can't give you credit, I explained it," etc. She is very impatient with slow learners, makes them stand, and drills them additionally on the material being covered. If it doesn't take the second time she gets very angry and intimidating. On one occasion while working with an obviously dull boy who could not master an arithmetic step, she made him so embarrassed, anxious and intimidated that he could barely stammer any response at all. Clearly such treatment is not only going to fail to teach this boy arithmetic by setting up so much tension he cannot even hear what she is saying, but will also have a markedly detrimental effect on his attitude toward school in general and probably on the attitudes toward school of his classmates.

She is so unoriginal and uncreative that she is unable to rephrase what she is trying to convey or supply new examples when the first presentation fails, but simply repeats herself. She must be at least somewhat aware of this limitation, because failures in getting across her ideas make her very anxious and short with the pupils, so that after the second or third try she frequently washes her hands of the attempt with the statement "that's your problem" - implying that she has taught the material successfully and is no longer responsible for its comprehension. (It should be emphasized that when she says "that's your problem," it is a hostile, rejecting, insulting, defensive remark, far different from when a psychologist uses it to convey to a patient a new way of looking at things.)

As mentioned, despite Mrs. 's regrettable personality features, the feeling tone in the class is generally good and one particular group, making up about 1/3 of the class, is always eager to respond and seems to really enjoy school. Unfortunately, she confines most of her teaching to this group and seldom elicits responses from others.

Regular classroom procedures are very poorly organized and considerable time is wasted over very routine matters. She allots far too much time for tests and paces herself to the slowest worker who is seldom hurried. The net result is that the bulk of the class is wandering around and wasting time while waiting for the laggards. What is worse, on one occasion she started distributing cookies during such a slack period, no doubt greatly distracting those who were still working.

This same inefficient use of time occurs during class work, so that the pupils get bored, restless, and distracted. When something substantial is then presented, many miss it because their attention has wandered in response to a lack of stimulation. The school day seems largely wasted for these children, because the total teaching and learning that went on could easily be compressed into two solid hours of work by a good teacher - with probably better results since there would be considerably less inattention permitted.

Several other points are mostly of note:

When giving a spelling test Mrs. first reads a sentence containing the word. Often the children do not know what the word is until she repeats it separately. A reversal of this procedure seems desirable.

As ridiculous as it sounds, she did have a child who could not see well sitting in the back of the room. When he complained he could not see something, she criticized him for forgetting his glasses, but didn't even suggest he change his seat.

As indicated, Mrs. is quite a rigid person, afraid of loosing control or of things getting out of hand.

Movable furniture seems to aggravate her anxieties in this area, because repeatedly throughout the day she stopped everything in order to have several children move their desks slightly to get them back into perfect alignment. At one time she remarked to the observer "That's the trouble with moveable furniture - it's always moving." This compulsivity was also outraged by the fact that children "borrow" Scotch tape from her, but never "return" it. She treated them to a five minute lecture on this that made clear how taken advantage of, misused, and abused she felt.

As if the defects outlined were not enough to saddle the pupils with, Mrs. has the additional defect of being rather stupid. Two examples of errors should suffice: After interrupting a spelling test for 5 minutes to discuss Pasteur and to inquire how many pupils had had rabies shots, she argued with a pupil who reported receiving the shots after being bitten by a mink at the zoo, saying that only dogs carry rabies. (In point of fact, many animals including even squirrels can carry rabies.) Also, in a discussion of "The United Kingdom", she defined it as the British Commonwealth. In fact the term refers only to the British Isles.

In brief summary then, Mrs. is seen as a very poor, ineffectual teacher who has little feeling for children and who cannot adequately or efficiently organize her class work. She is further handicapped by being quite anxious, rigid and compulsive and by being rather stupid. Despite these many drawbacks, the classroom does seem to be a rather happy place and the children, when they are not bored, seem to enjoy it. Whether this good feeling tone is occurring to some aspect of Mrs. that has escaped my notice or to the children's prior school history, I do not know, but it would be hard to convince me of the former.

Charles R. Belinky
Clinical Assistant

TEACHER'S
PSYCHOLOGICAL EXAMINATION
CASE NO. 8
June 1, 1961
Age 60

This is a tiny vigorous woman whose surety of movement and general air of competence belie her years. She appeared poised and at all times in control of herself and the situation. She showed no manifest signs of anxiety, either in interview or during the testing procedures, and denied feeling any concern. She related to the examiner with ease and appeared quite matter-of-fact in discussing her present and previous life. Even though some of the events related were tragic, she spoke of them in detached fashion, emphasing the necessity to take up one's life no matter what happens.

She was willing and cooperative throughout the session, grasping and following instructions without difficulty.

In discussion of both her teaching career and life history she emphasized control and intellectual values. Thus, in speaking of her class she spoke of their pliability and her ability to effectively discipline them; she spoke of her preference for "bright problem children" vs. "dull bad ones", and took special pride in her own children's intellectual achievements and good manners. Her own expressed interests tended to be intellectual ones.

In interview she stated that she had been a widow and on her own for the past twenty years. Her husband died when her children were seven and eleven years of age and at that time she returned to work. When asked, she stated that she had been on her own since that time and that her family had not helped her.

Her own mother was also left a widow with young children when subject was eleven years of age. She spoke of her mother's struggles to educate those of her children who wished an education and stated that "she was a great believer in education and I follow her footsteps". She was the youngest of four children and is the only one now alive.

She spoke of a close relationship with one sister, now deceased, who lived in the same apartment building. However, she stressed the fact that their friends and interests were quite different.

Psychological testing indicates that this is an intelligent, controlled woman whose general approach to problems is well organized and perceptive. She is both able to organize her experiences as a whole and to break down her perceptions in a common sense way. She is, at times, capable of original thinking commensurate with her high intelligence.

Her overemphasis on control appears to be related to her strong, unfulfilled dependency needs. Unable to rely on others for support, she tries to organize her world so that she does not need them. She denies her feelings and focuses on her view of herself as strong, competent and able to function independently. However, anxiety engendered by fears of dependency and loss of strength cause breaks in judgment at times. These tend to be related to situations involving growth and reproduction.

Conflict centers around her role as a woman and her role as a producer. Her particular stage of life exacerbates this conflict and the anxiety aroused by it, since her powers as a woman have faded and her role as a producer is threatened by age.

While her basic orientation is feminine, she shows indications of confusion of sexual identification. Femininity, for her, involves increased dependency and loss of power and control. She guards against such feelings to allay anxiety, and thus rejects the feminine role. On the other hand, she depreciates man, in spite of her identification with them. It is as though she said, "I'm a better man than any of them," and then set out to prove it. Her pride in her ability to teach mathematics (generally a masculine interest); her emphasis on independence from her children, and her strong intellectual interests all serve to prove her ability to function in a man's world. While her present stage of life and anxieties connected with ageing have created increased need to emphasize such factors, it is likely that her struggly against dependency has been a life-long pattern.

In spite of her cheerful facade, depressive feelings lie beneath the surface. She views life as a series of obligations that one fulfills in the hope that rewards will ensue. However, her preoccupation with the break-up of relationships by death or separation suggests that the fulfillment of obligations is no guarantee of rewards. Her detachment of feelings when dealing with such material serves to keep depression from awareness.

In spite of her emphasis on control, she appears capable of genuine relationship with others. Although at times she tends to become overwhelmed with emotional stimulation, recovery on an adaptive level is generally possible.

My clinical impression is obsessive character structure in a woman experiencing conflicts engendered by ageing. She depends on intellectualization, reaction formation, detachment and denial to allay anxiety. Her defenses appear adequate for functioning at this time. However, as she becomes older and less able to maintain her independence and control, depression and feelings of deprivation may come into awareness, and the anxiety evoked by such feelings may make her functioning less effective.

Marilyn Gross
Psychologist

Case No. 23

Observation -- Sam Duker -- 3/6/61

This is an I.G.C. class of extraordinarily alert children. Children are brought in from neighboring school as there are not enough intellectually gifted children in this school to make up a full class. The children from this school are largely white, those brought in are predominantly Negro. T plays the piano in assembly and the first hour of observation is spent there.

Room arrangement

Furniture is movable but is kept in fixed position although there is no fetish about this. T desk is in front of room. During the morning the student teacher sits there but in the afternoon, after she is gone, T sits there for a good portion of the time. Exhibits on the bulletin boards are neat and moderately attractive. T and her class have prepared the bulletin board exhibits in the hallway outside the classroom.

Student teacher

The Brooklyn College student teacher takes little part in the morning's activities except that she is placed in full charge (without any interference whatsoever by T) of the social studies lesson which is part of the unit on Alaska which the student teacher has apparently been carrying on.

Spelling

There are three groups. Some of the sentences illustrating the dictated words are not meaningful and often are not at all indicative of the meaning of the words. Second part of the test is the writing of a paragraph from dictation. This is done by all three groups. Posture of the children, especially the left handed ones, while writing is very bad. All left handed children are, however, seated where they can operate without bumping arms with right handers.

Penmanship

Various rules about penmanship are first discussed and then a passage is written. This is done once a month throughout the school year so that improvement or lack of it may be observed. The left handers still write awkwardly with papers held at wrong angle. T walks around but pays little attention to

PRECEDING PAGE BLANK- NOT FILMED

this or to all but the most glaringly wrong postures.

Reading

This class operates under a well organized, individualized reading program. T introduces and describes a new book. She does this well and then asks if any of the children have read books in this series. Several have but one gets the impression that the T is not really listening to what they have to say. Almost all communication in this and other lessons is between pupil and teacher although T makes some token efforts to have children speak to entire group. A pupil next describes a book and then the children read while T has a number of individual conferences with children. During the conferences the rest of the children read avidly although a few of them seem to be easily distracted from time to time. At the end of lesson T has to almost literally tear the children away from their books.

TV Spanish lesson

T said that class had missed a few lessons. This program comes on at 11:30 just as traffic guards, monitors, etc. leave the room and as everyone is getting ready for lunch. The sound was poor. One gets the feeling that the T would have been much more effective without the TV. As it is she tends to avoid interfering with the lesson although she occasionally joins in. It is obvious that not much Spanish is being learned and considering the competence of this T, this seems a dreadful use of 1/10 of the school day.

Mathematics.

Fractions-- illustrated by circles and musical notes--addition of like fractions.

Good drill but it would seem to the observer to be covering material that children already knew quite well. Both chalkboard and flannel board are employed. Here again the lesson is excellent but the feeling persists that the T does not really listen to the children's comments. The fraction ½ is then used to talk about the clock.

Case No. 23 - 3

Music

An excellent transition is made to a lesson with the children playing their recorders. Some have not brought theirs. They are ignored. This is a good, solid and pleasurable lesson.

English

The transition is again very skillful. Children are to write what they see mentally as march and waltz music are being played. Afterwards some of the compositions are read. They are of superior quality.

General comments

T is extraordinarily effective and well organized but she dominates the scene. There is one child in the group whose dress and toilet shows signs of very obvious neglect at home. T knows about the child but seems to be fully prepared to assume that responsibility for this is in the home (maybe it is).

INTEGRATED REPORT 7/61:

This is a 25 year old woman who has been married for the past eight months. She gives the impression of an overly precise, pretentious, immaculately dressed young woman. She is the only daughter of a mother who had a previous marriage which was dissolved after 23 years. The mother dominates the quiet, unobtrusive father who slept in another room while his wife and daughter slept in the same room. In her early years, she was a model child, living up to the high demands of her mother and rewarded by a kind of praise which set a pattern of an attitude of superiority which persists until now. Having no siblings and little competition from the father, she developed a sort of mother fixation which gives a homoerotic tinge to her character. At the same time this intense involvement with the mother and mother figures was ambivalent in nature. The hostile component had, of course, to be repressed for fear of antagonizing such a "bossy" woman and this repression was accomplished with the aid of a reaction formation. She elaborated fantasies of idyllic mother-daughter relationships on her TAT stories. It might be expected that inappropriate relationships with older teachers or supervisors might be structured by her filled with this ambivalent pattern.

She has a highly compulsive character structure with some classical compulsive symptomatology. Since she is quite intelligent and articulate, this quality may be sublimated in a constructive way in her work to some extent, but it probably causes her more inconvenience than the secondary gain would make up for.

She is not likely to develop close relationships easily but will avoid them by escaping into gradiose fantasies. This high and mighty attitude has, in the past, caused others to think of her as a snob and been harmful to her peer relationships.

Ambiguous situations are particularly difficult for her to tolerate. Her compulsive character requires firm structure which she undoubtedly maintains in her classrooms at the expense of spontaneous expressions on the part of herself and her pupils. When she loses control of the situation, her anxiety is manifested by a loss in the formal quality of her organization, confused speech, etc. It is unlikely that this kind of threat takes place in the classroom when she is not with her superiors but it may seem bewildering to her colleagues at teachers' meetings, etc. When her authority is threatened by her pupils, she can see herself becoming inconsistent but generally is able to maintain her composure. There is an egocentric quality to her teaching, it would seem, since her need to maintain emotional inner calm for herself may occupy so much of her energy that she focuses relatively less on the needs of the children. She enjoys the position of authority and the freedom she has to structure and classroom situation as fully as she needs and thus enjoys her work. It is another matter as to whether the experience is so edifying for the pupils.

In spite of the homoerotic trend developed by the mother's character and the unconventional sleeping arrangement in childhood, her retarded initiation into dating and her antisexual prudery earlier in her life, she

PRECEDING PAGE BLANK-NOT FILMED

has maintained a reasonably satisfying sexual life and an overtly happy marriage for the past eight months, although it is important for her, still, to think of herself, as in a sense, the sexual aggressor.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS:

She is extremely controlled, exacting, meticulous. She reacts with affected, pretentious speech and posturing in an attempt to master her anxiety in new situations, and to give the impression of being in control.

Through a strong and early mother fixation and development of homoerotic nature, she has developed a male identification, and a scorn towards female interests and activities, which must make for great difficulties in relationships with her peers, at work. She appears as a snob, and uses defenses of isolation and superiority with them.

Tolerance is extremely low for ambiguous and unstructured situations, and in the face of extreme anxiety she may fluctuate from the meticulous over-qualification and compulsive specificity into an ethereal vagueness, and disorganization of speech patterns. She needs firm structure to function at all, and it can be assumed that her tendency would be to overstructure a rigid teaching approach. Her approach to sex appears typically compulsive and isolated from her psychic life. Relationships to authority figures must reflect the ambivalence of her feelings towards her mother. Aside from the position of authority, and the high degree of structuring that teaching can afford, I see little other gains for her, or few strengths that she can bring to teaching, or any strong positive motivation or understanding in the area of children.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

Observation - Duker - 3/9/61 - Case No. 25

This is a class of just better than average learners. A number of Puerto Rican children with only a moderate facility with English. The classroom is shared with another class. This class is therefore on short session from 8 to 12.

Room arrangement

Movable furniture. T's desk in front of room. The teacher sits at her desk a good portion of the time. The room is neat but not uncomfortably so. Bulletin board exhibits belong to both classes and are neat but not very imaginative.

News of the Day

T writes news on the board. T is accepting of children's ideas but material is rather stereotyped. T praises children when they give acceptable suggestions for material. Two children then read the news very well. Many volunteer when asked to locate specific words. While children copy the news into their notebooks T circulates and gives individual attention and help. Crayons are distributed so children who have finished copying can draw. There appears to be a comfortable, relaxed atmosphere in the room. One child misbehaves and is told that he will have to sit up front by himself if he doesn't behave. A few moments later he again misbehaves, he is seated in front by himself in a firm but kindly manner. He is not particularly unhappy and when Weekly Readers are distributed he gets his first.

Weekly Reader

Discussion about conductors (orchestra). Accepts idea conductor works on a train. "No, captain of a ship is not a conductor." "What is he called" "No, not a skipper, a skipper is the captain's assistant." Discussion of items in the Weekly Reader is used to develop vocabulary and to get a Puerto Rican boy to speak more slowly. There is a tendency on part of T to call on same children continually.

Gymnasium

Children are taken to the basement where they partake of rhythmic activities with other classes. Children and T have good time--it is relaxing and not tense.

Snack Time

Teacher reads children a story while they have their milk and cookies. Relaxed atmosphere.

PRECEDING PAGE BLANK-NOT FILMED

Observation - Duker - 3/9/61 - Case No. 25-2

Arithmetic

Subtraction with one digit numbers. When children become confused discs are used on the magnetic chalkboard. A child who misbehaves is seated by himself in back of the room but he is integrated into the class activity. Good drill on counting groups of objects, using discs. Children "tell stories" about the groups of discs on the board up to 8 discs. One child offers to tell a story about 10 discs but is told "Oh, no, I don't want to that high." Some rather ineffective practice on telling time.

Social studies

Three films on community helpers are shown. When the sound gives out on one of the films it becomes apparent from the teachers commentary that she has not seen the film before.
It also becomes apparent that teacher does not really listen very closely to what the children have to say and that T is not very accepting of any ideas expressed by them which she does not already have in mind.

Play practice

The morning closes with practice on choral speaking for play children are going to give at an assembly.

General comments

Isolation is used as means of discipline.

When T steps out of the room for a moment, two children dash up to the board and start to write names under the heading "bad". When T returns the names are erased and nothing is said about it.

Case No. 25 - Dale Mandell - March 1961

The teacher is a kindly, encouraging person, who uses a good deal of raise. She is also a firm person who insists that the children remain involved ith their lessons; that they stay in their seats unless they are called on and that hey confine their remarks to the lesson at hand, or at least to tangential matters.

The teacher seems quite involved in teaching the class; she makes her essons as interesting as possible, both in teaching method and in her bright and ramatic tone. She tends to call on children who have raised their hands, rarely alling on those who have not, except in routine drills, where the class is called n each in turn. When discussing general topics, it is not necessary for a child o give precisely the correct answer; the teacher will accept an approximate respons hildren are corrected very gently. The teacher will say, "Well, I'm sure that's uite right" and smile before she goes on to ask a clarifying question or to call on nother child. In general, she will work with a child who has answered incorrectly ntil he is clear about the topic. However, the rest of the class becomes restless uring this procedure and the teacher has to quiet them. When a child is speaking, he teacher never allows other children to interrupt, although these young children ccasionally have a strong impulse to speak immediately, and find delay extremely ifficult.

When a child is speaking about the lesson the teacher is attentive, but he does not listen to children when they speak about subjects irrelevant to the esson. Children who get out of their seats and come up to speak to her privately uring a lesson are completely ignored. The teacher is concerned with the children' ersonal habits. She occasionally asked children what time they had gone to sleep, aking it clear that she thought 8 P.M. the proper hour, and that children who went sleep later were probably inattentive at present. In response, many children ly mumbled. In general, the teacher is concerned with telling the children, kind- but firmly, what the proper rules of behavior are, rather than discovering what he children think. There is little room for originality or creativity here.

In dealing with children who are generally restless, inattentive or unin- lved with classroom activities, the teacher uses the technique of isolation. In is way these children do not interfere with the rest of the class, but also do not ceive any attention. Children who are only occasionally noisy are given a short, iet lecture.

The tone of the class is both eager and conventional. The children seem know what is expected of them and behave accordingly. They will express their sapproval of a child who does the unexpected, as when they turned around to stare a child who loudly said, "I can't hear" in the middle of a film. Many of the ildren eagerly raise their hands to answer the teacher's questions and react oudly to her praise, as did one boy, who, praised for his drawing, showed it to l the children around him, smiling broadly. The children's contentment depends large measure on their participation; they grow restless and noisy during routine ill lessons. However, little discipline is required; they are quiet quickly at a rd from the teacher.

There is little class interaction during lessons; between reels of a film e children chatted quietly, with an occasional child teasing another. On line ring recess, the children either talked quietly or pushed and shoved each other yfully; the teacher did not get involved in their activities until one of her ils began to fight with a boy from another class. In general, the children are tremely teacher-oriented; their inter-class competitiveness seems to grow out of a h to please the teacher rather than to beat each other; between lessons they ate in a purely social manner.

INTEGRATED REPORT - July 1961:

This lady is a tall, plain, neat looking woman, 46 years of age, who had been teaching for many years. She is married and has a 20 year old daughter and 17 year old son. Because of her marked tendency to deny all possible problem areas, we could only observe her character as it stands, but have no information on which to speculate about its genesis. We know that she does not have much close relationship with her parental family at present, being rather cool toward her younger brother and sister. There was evidently some jealousy of her brother, the youngest, whomshe felt received more than his share of the parents' affection. The parents' personalities are obscure since she idealized them totally in describing them. Similarly, she gives a totally idealized description of her marriage and of her relationships with her children, so that they sound like no possible human interaction.

Actually, she does maintain an excellent overt adjustment by precise fulfillment of all of the tasks which are required of her in her family and working life. Still, by refusing to acknowledge the existence of anything difficult or painful, she avoids the possibility of receiving the satisfactions that come only to the vulnerable. She does not seem to understand the language of emotions and cannot discuss her own objectivity or speak meaningfully about the feelings of others. Despite good intelligence, her character becomes uninteresting and sterile, though always formally correct.

From the projective tests, it appears that her defenses are erected largely against allowing herself to experience the pleasures of a feminine, passive dependency. Her approaching menopause signifies her waning opportunities for gratification in a feminine role. Vague depressive moodiness occasionally breaks through the surface. Occasionally she realizes that teaching has become more of an obligation to earn money for her son's education than fulfillment of her real interests. Usually, however, she is not able to distinguish between duty and impulse.

On the behavioral level and particularly in her professional obligations, everything remains in order. She has ego strength to spare and can always be relied on by her superiors to perform her required duties without the interference of any personal needs. Only rarely does she allow herself the luxury of personal prejudices such as the disdain she felt toward lower class children when she first came in contact with them. She is extremely conscientious and hard-working, having gone at one point for twenty years without a vacation. She has the capacity to understand exactly what is expected of her, sufficient power or repression to hold back anything that might interfere with it and the ability to neatly rationalize whatever errors she might make. The expectation that others have of her set her goals so that good intelligence is rarely used beyond that which is considered requisite by others. She would be expected to have almost no difficulty in accepting supervision or in supervising others. Her school children undoubtedly consider her a good teacher and learn from her, but it is unlikely that she is one of those teachers that children love.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS:

There appears to be much repressed hostility and constriction of affect in this woman. Her initial hostile-defensive reactions in new situations gives way to a generalized guardedness as she relaxes. She shows strong impulse control and is defending herself against passive feminine dependency. I get the impression that here is a woman who might have been content to remain at home, but was forced into a work situation and a sharing of the masculine responsibilities that she might gladly have allowed her husband. Part of her reason for working is to support her son through medical school. In view of these reality demands, perhaps one can see her rigid, compulsive perfectionistic fulfillment of role demands as a positive quality of adjustment. As has been noted, a quality of personal involvement is missing, which makes for a sterile, uninteresting character, and though she is efficient and self-reliant there is a generally shallow orientation. Basically I get the feeling of a passive orientation in the rigid accepting of roles. She is seen as having no difficulty in accepting supervision, or in fulfillment of any work detail imposed on her, though always at the expense of greater rigidity in fulfilling each new demand. There is a quality of loneliness and inner emptiness, and a feeling is left with me, of great sadness.

Doris Wolin,
ASSISTANT PSYCHOLOGIST.

Case No. 31

Observation - S. Duker - 3/10/61

The pupils are Puerto Rican and Negro children who obviously come from underprivileged backgrounds.

Room arrangement

Movable furniture--teachers desk is at the left front not facing the class. This room is shared by two classes (this one operates from 8 to 12.) so that bulletin boards and other exhibits reflect the efforts of both teachers. The room is neat but not compulsively so. Two children are at the easel in the back of the room when we enter.

News of the Day

Teacher writes class news on newstag as children dictate "grown up" sentences. This procedure is pretty well teacher dominated and it is more of a guessing contest than a real contribution by the children. Children then read the news.

Arithmetic

Children draw objects on the chalkboard to match phrases, e.g. 2 automobiles, 3 books, etc.
T walks around the room and checks homework. Praise is rather cold and reserved.

Easel

The two children who have been working at the easel are now through so the class is asked to look at the products. Little attention is paid to the artistic product but much emphasis is placed by T on the neatness of the two children--no paint has been splashed etc.

Gymnasium

The children are marched to the gymnasium via the toilets and engage in rhythm activities to the accompaniment of a phonograph record. T enters into the activity but is obviously self-conscious about her participation.

Snack time

On returning to the classroom milk is distributed and cookies sold. There is a moderate amount of confusion but it is not excessive. T's voice gets rather strident at times-- she reprimands one child for putting something in his mouth saying that putting things in one's mouth is "not nice."

PRECEDING PAGE BLANK- NOT FILMED

Reading

A new Dick and Jane book is introduced by looking at pictures. There are no groups for reading. T and class look at title page, table of contents and first few pages together. Concepts of "going" and "coming" are developed.

Writing

A letter is dictated word by word to children's mothers advising them of an impending Book Fair. This is a rather painful task and the children fail to grasp the only opportunity they have to make a contribution when none of them come up with the idea that the letter should end with the word "love."

Arts and Crafts

Shadow play with shades down and a little lamp with shade which teacher has (a flashlight would have helped). This stirs up quite a bit of interest and is enjoyed by all. Instructions are given for folding paper to make a kite (presumbably not one that will fly.) These instructions are too complex for the children and they fail to follow them. T goes around and folds the papers for the children. At this point the morning activities come to an end.

General observations

T shows an amazing degree of lack of sensitivity to individual problems. There is one child who is obviously mentally handicapped. She makes no real effort to adjust instruction to his needs, and seems more irritated by him than concerned about him. This pattern is also shown in her dealings with other individual children.

Observation - Case No. 31 - Belinky - March 10, 1961

The teacher is an attractive, lively, vigorour woman who looks to be about thirty-five. Generally quite vivacious, there are indications that she is somewhat of an attention seeker and that at times she will be obstinate and rebellious. (It is likely that when she does rebel, it is usually about small, comparatively insignificant things which stand in place of larger, more crucial topics about which she is too anxious to rebel outright). In the classroom she was quite forthright and well organized, giving the impression of considerable competence and confidence. Her approach to the children, while at times a trifle saccarine, was encouraging and rather maternal, with one notable exception discussed below.

She was much more prone to praise than to criticize and her favorite comment was "You're getting to be very grown up". Unfortunately, she was rather unselective at times and there was no difference in the way she responded when a child did something good spontaneously, and the way she responded when he simply followed her orders.

Although she is secure enough herself to allow the children some freedom for independent activity, she does maintain continuous control over them. Even when letting two children paint independently, she was always aware what they were doing and from time to time made comments to them.

Another example of her controlling nature occurred when she was overseeing toileting. When the boys' bathroom got somewhat noisy, she barged right in without warning and began giving orders like a sargeant. While her entrance is no great crime, since our society does take considerable pains to sex segregate these children, and since they are likely to be quite involved in Oedipal conflicts at this age, it probably would have been better if she had been more discreet, had called out first, or even asked the observer for assistance.

One gets the impression that this teacher tends to be rather rule bound and that experimentation and flexibility are not her strong points. She marched the children into the classroom and had them hang up their clothes in a thoroughly organized fashion. When one boy started to cut across ros, there being ample room to pass between desks, she stopped him and made him go the long way around. The children have also been trained to answer roll call with "Good morning, Mrs. " and to make at least a gesture toward standing up. Similarly, during the game period, she had the children play highly organized games they had obviously played many times before. There was no attempt to bring in something new or different and I am sure any such attempt would have been strongly resisted.

While she tends to speak loudly, and to my ears somewhat harshly, the feeling tone in the classroom is generally quite good and the children seem to enjoy school and Mrs.

It is noteworthy that she is one of the very few teachers I have observed to date whose orientation toward children does not contain large, hostile, punitive elements. When problems arose, she generally said the right things (in a psychological sense) and did not become critical or punitive. When a child arrived late, instead of bawling her out as most other teachers would, causing the child to feel rejected, embarrassed and angry, she remarked that it was too bad, because "you miss the fun of starting with us", a comment that will encourage the child to come on time and not make her feel defensive. I thought this was very good. Similarly, when a child was out of his seat, she did not yell at him to be seated, but simply said, "I can't call on you till you're in your seat." When she asks questions, it is not "Who knows......", but rather "Who can tell us ......" or "Who would like to give us the answer....."

It is also noteworthy that in a class of sixteen Negro and eight white students, the children's seating seemed "random" in terms of sex and race. The desks were set up to accommodate two children, and in no case did two white children sit together. Each white child had a Negro partner, and insofar as possible, one of the opposite sex. In view of the fact that Mrs. is obviously quite aware of almost everything that happens in her classroom, I am sure this seating arrangement did not come about spontaneously, but rather was something she caused deliberately.

While I think Mrs. is generally quite a good teacher and is likely to achieve substantial results, I do feel that she might be better suited for a somewhat older group. Despite many of the warm, empathic things she said, I generally got a feeling that she was rather detached and remote in an emotional sense. This feeling was underlined by her treatment of a little boy named who appears to be quite brain damaged, and is obviously unable to keep up with the rest of the class scholastically. She has him relatively isolated in the back of the room and completely ignores him for the entire day. The only time she gave him any attention at all was when he made too many demands for attention from the observers. During the "show and tell" period he had his hand up steadily, but was not recognized. Finally, he walked to the front of the room, forcing her to recognize him. While it was obvious that does not belong in this class and can be a considerable bother, as long as he is there, he deserves a share of attention, and it is absolutely criminal to ignore him this way. It strikes me that anyone with genuine warmth and feeling for children would not treat him like this.

I have two further criticisms, both comparatively minor in that they are both based on isolated incidents and perhaps are not representative of her daily functioning. She tended to promote sibling rivalry between two brothers, one of whom did not do his homework, and she tends to be somewhat seductive with boys (the bathroom incident and the way she touches them). Both of these tendencies are undesirable in that they will simply be added burdens for the children to cope with at a time when they are sure to be under considerable strain already, both in their dealings with siblings and in their attempts to master Oedipal conflicts.

Teachers
Case #31- 1
Psychological Report

INTEGRATED REPORT - May 1961:

This lady is a 47 year old married woman, now teaching the first grade. She is described by all the examiners as an emotionally labile woman, co-operative, and characteristically establishing close empathy and rapport. She is intelligent and has a quick sense of humor, making herself readily liked. She also is capable of aggressive, confident action and gives the impression of a highly effective and adequate person. At various times she has exhibited some mild compulsive traits, such as meticulousness and occasionally fearfulness in new situations, but such doubts and fears usually come after she has completed her action since she generally avoids introspection by doing. Most unconscious fears are kept in control by repression and denial which work well and still allow her more spontaneity and a better than average overt adjustment.

She was raised by a warm, outgoing, and devoted mother, with whom she was quite close. Her father on the other hand was a highstrung, nervous, insecure man who was constantly beset by unrealistic financial worries. One and a half years ago her father committed suicide by jumping from a roof which left her with some guilt feelings and a phobia of mild intensity of being pushed from a subway platform.

She has a sister, one year her junior, who has never married and lives with the mother. This younger spinster sister has had a much stronger and more obviously guilt-laden attitude toward the father's death. She worked hard to help put her happy, well adjusted older sister through school.

A number of signs were found indicating that she has some repressed masculine strivings. In childhood she consciously remembers wishing to be a boy since the role of the male in the world seemed superior to her. In high school she formed close crushes on girl friends. In her sexual relationship in marriage she has preferred the woman superior position. Although she has one son, whom she has raised quite successfully, she has never wished to repeat the experience of motherhood. Although these factors indicate some deep dissatisfaction with her female role, the unconscious masculinity has been successfully sublimated in her work and in other ways, leading to relatively little conflict.

She had a good sexual relationship with her husband during their long courtship (five years) and during their twenty years of marriage. He has always been an even-tempered man, sharing an interest in the theatre, bridge, etc., with her and working successfully as a dentist. Quite recently he has suffered a heart attack and has retired. The retirement has caused him to become much more irritable, moody and to behave with sudden anger. Spending a good deal of time teaching has insulated her from some of these reactions from her husband.

Her son is now fifteen years of age and is an excellent student at Midwood High School. She seems to feel that both she and her husband have had a good and close relationship with him. She explains her disinclination to have more children on the basis of the fact that she and her sister were never close and that therefore she would not expect her son to have a close relationship with any siblings.

She has chosen a difficult school where her need for order and her capacity to be stern and somewhat compulsive when necessary seems to help the uncontrolled children maintain reasonably good behavior. Probably because of her capacity to control these "difficult" children, she feels a good deal of confidence and love for her charges and enjoys watching their development. She had a premarital career in advertising and radio which was as successful as her teaching career.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS:

Teaching appears to offer an escape from home and overwhelming emotional pressures.

There is a tendency to suppress feeling of female inferiority through male strivings. One of the gains from her work as a teacher is the opportunity to exercise control over the children, and to be the authority. Repression and denial are used so extensively that in anxiety-provoking situations her tendency toward rigidity is more pronounced. In calmer moments it merely expresses itself in petty compulsive traits and activities which serve to avoid introspection, and to enhance her position of being "light hearted", "outgoing" and "extroverted." Her tendency to suppress hostility appears to enable struggle free relationships with people, including authority figures.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

Case No. 34

Observation -- S. Duker -- 3/24/61

This was only a half-day observation.

The class is a moderately slow learning all-Negro grade. Children are rather shy and speak in very low, soft voices.

Room arrangement

Large room with movable furniture. Teacher's desk is at the front of the room but is only very occasionally occupied by the teacher. Children's desks are spread out. Some of the children have chairs and desks that are much too small for them. Windows are attractively decorated with paper cutouts of Easter bunnies and flowers. It would appear that this is a project of the T's rather than of the children. The bulletin boards are largely occupied by children's work. One of the boards is entitled "our Best Work". A chart in the front of the room reads:

Free Time Activities

Read a book
Finish your work
Study spelling
Practice penmanship
Study arithmetic

Opening exercises

There is little verve to the direglike singing of America which is led in a half hearted manner by one of the pupils.

Penmanship

Pupils copy letters and sentences using "z" from the board while T walks around the room correcting each child's homework. T is obviously concerned that there be no idling time and keeps the youngsters busy by getting them started on something else as soon as they finish their penmanship. Little attention is paid to posture or position of paper during this lesson. Neither is even mentioned.

PRECEDING PAGE BLANK-NOT FILMED

Reading

Class rate editions of readers (same content but different levels of difficulty) are used. Children show considerable enthusiasm about a discussion of the previously read story. T obviously doesn't need her T's manual to know what was in that story. While children read three pages T puts some questions on the board. These questions are to be copied and answered in notebooks. Then there is a discussion about the reading followed by oral reading while children are told to "follow closely in your books."

Science Fair

The school's Science Fair is being held in the bymnasium. A fair amount of time is spent in discussing conduct during visit by the class. T is not sure whether children will be permitted to leave line (they weren't). At the science fair children are marched around on a speedy look at each exhibit and in 15 minutes are whistled out of the bym so that other classes may come in. The discussion held on return to the classroom is accordingly not very fruitful.

Spelling

At first T announced that children would draw something that had impressed them at the Science Fair but instead the weekly spelling re-test was given. Children are re-seated in 2 groups. T becomes rather testy about children moving to their new seats. She then makes them go back and do it all over and threatens to keep on doing it until children move in an orderly manner. After the words have all been dictated, one child in each row collects the papers and places them on T's desk. T insists on immediate collection and says, "We don't wait on anyone."

Story reading

T reads children a moralistic story about a kite building contest. This is a typically middle class story and does not seem to interest the children. Only the briefest of discussions is held at the end of the story.

General comments

The relationship between T and children is not at all antagonistic but is perhaps best described as completely neutral. Control is fairly rigid; e.g. children have to raise hands and obtain permission to leave their seats even to put a scrap of paper in the wastebasket; teacher tells one child very firmly that she expects him "to do what he is told" the first time he is told and not the second or third.

T's speech could be improved, e.g. "drawring" for drawing."

One boy who sits in the back of the room is completely ignored by T (expept when she gives him a larger chair) even though he constantly volunteers. As a result he becomes quite restless.

When a monitor comes in and T has to talk to him she tells child who is talking to go right ahead as the class will hear him. The child who is apparently better aware than T of the communication pattern in the classroom (all to and from T) stops anyway.

Observation - Case No. 34 - Belinky - March 24, 1961

The teacher is a rather plain young woman of about twenty-four who does a reasonably workmanlike job as a teacher, but who seems to have no flair for or feeling for the job or for children. Most conspicuous was the almost total absence of any warmth or sensitivity on her part toward the children. She showed no real enthusiasm or emotional involvement, but was simply someone doing, in a very uninspiring way, a job she found neither especially pleasant or unpleasant.

She holds the class under rather tight control, and keeps it busy steadily. All activities are done collectively and there is no opportunity for independent work. Even for the reading lesson, all pupils read the same passage to themselves, then they read it aloud, taking turns with each reading a line. All other activities including marching into the room and hanging up clothing was equally highly organized and stereotyped.

In justice, however, it should be noted that her classroom attitude seems to mirror that of the administration which is so preoccupied with organization and control, that the principal prefaced a morning announcement over the public address system with the admonition that from where he was sitting he could see two boys whispering in the auditorium and that they had better keep quiet and sit up straight or else!

Because of this approach on the teacher's part, little time was lost throughout the day shifting from subject to subject. Furthermore, she is the only teacher I have observed to date who did not lose considerable time on tests and assignments waiting for laggards to catch up, but rather insisted that they go on to the next task and do their catching up on their own time. She even explained this behavior by commenting that she couldn't hold up the whole class for one or two people, something most teacher don't seem to realize. It is obvious that her own personality is such that she feels compelled to make use of every free minute.

She reviews a lot and her teaching techniques generally seem adequate if unimaginative and reminiscent of a past generation, so that one would expect her to be reasonably effective in conveying subject matter. However, in addition to her rather compulsive organizational tendencies, she also has several rather unfortunate traits and mannerisms that are likely to interfere with her effectiveness.

Whenever she talks to the class or to an individual student, she is quite loud, aggressive and angry sounding. Vocally she gives the impression of being very irritable, with a seething reservoir of anger just beneath the surface, under only tenuous control, constantly in danger of erupting.

In keeping with the compulsive pattern, there are strong perfectionistic strivings so that she finds it much easier to criticize than to give praise. For instance, only once in marking the homework of the entire class of about thirty did she go so far as to praise a child to the extent of saying"that's good." To most of the other, she made some critical comment. To the rest she said nothing. The same pattern existed during the oral reading when, typically, she was rather impatient and quick to prompt when a child stumbled over a word.

Throughout there was a very strong feeling on the observer's part that there was great emotional distance between the teacher and the pupils, that she was completely insensitive to their needs or feelings, and that she had little or no capacity to empathize with or relate to them with any emotional warmth as fellow human beings. This impression was supported by her almost complete disregard of a boy named Larry who sat in the last seat of the last row, rather removed from the rest of the class. Except for those times when she was making a point of stopping at every child's desk, she consistently passed over him and ignored him, never once calling on him when his hand was raised. After attempting to respond to the first three or four questions during any subject period, he would become discouraged and would stop attempting to respond, sliding his desk back still another few inches. This ignoring of Larry seems to be long established, because the teacher most often, teaches while leaning against one of the windows, where she is partially hidden by a pillar and Larry is not in her field of vision. At one time, she did surprise the observer, however, by realizing that Larry was sitting in a chair that was too small for comfort, and having him change chairs. I have no idea what brought about this sudden outburst of solicitude, but suspect that perhaps it was the presence of the observers

A further small point seemingly also indicative of a lack of sensitivity was the fact that she listed the amount contributed by each pupil to the Red Cross, something likely to cause embarrassment to students who contributed little.

The possibility exists that this teacher might not give the impression of being so emotionally distant from her pupils if her class was somewhat differently constituted. As it is, this young, intelligent, white, presumably Jewish girl of obvious middle class background is teaching a class where her pupils are all Negro, most if not all are of lower cocio-economic class, and probably of about dull average intelligence as a group. The cultural gap could hardly be greater, so that the possibility exists that she might be warmer and more empathic with a group with which she felt greater cultural kinship and understanding.

The feeling tone of the class was generally rather flat and subdued. There were always a handful of children ready to respond to questions, but there was little real excitement or enthusiasm. Certainly there was no indication that they enjoyed school or had any great affection for their teacher.

To briefly summarize, this is a highly controlling, overly organized, rather compulsive teacher who shows no real psychological sensitivity toward her pupils, perhaps in part because of the rather extreme cultural differences. The mechanics of her teaching are uninspired, unimaginative and quite conventional, but because she makes good use of time are likely to be at least adequately effective. However, her psychological handicaps, her seeming underlying aggression and hostility, her insensitivity to people's feelings and her strong tendency to criticize rather than praise, can be expected to interfere with the children's learning. Her actual teaching achievements are likely to be less than one would anticipate even with her mediocre talents.

Teachers
Case #34 - 1
Psychological Report

INTEGRATED REPORT - July 1961

She is a rather good-looking woman, now teaching 4th grade in a difficult school. She is 23 years old and was married three years ago. She and her brother, five years older than herself, were raised in a relatively happy, matriarchal home. Here garrulous, strong willed mother made all the decisions with little objection from her softspoken and pleasant husband. She obviously identifies closely with her mother and in many ways still remains attached to her. She has established her present marriage on the same basis as her parental family, maintaining the position of well adjusted domination over her warmly passive, accountant husband. She has never been too well disposed toward her older brother whom she considers irresponsible and impulsive in contrast to her own conservative, methodical way of living. Nevertheless, her relationship with him has greatly improved since his marriage.

While she was a sensitive child and dependent upon her parents, she always performed well in school and in competitive play. In adolescence, she came into her own as a very popular leader in scholastic and extra curricular work. She remains a very confident, efficient, well organized and aggressive woman. While she has a strong need to dominate or control situations, her manner of doing so is nearly always positive. There is little anxiety since she always seems certain that she will in fact be able to maintain such control. She is especially adept at relating to large groups and making good use of her authority role. She tends to be somewhat strict with the children in her classes but softens her strictness with occasional bursts of compassion. She lives on a relatively intense, almost hypomanic mood level, and when she is in situations which are most comfortable for herself, gives a rather appealing impression.

She is not sufficiently emotionally free to understand the purposes and aims of her life, but she does know that it is important to do a good job of achieving whatever these aims are. She began teaching, not out of high idealism but more by accident, and having begun is careful to do a very good job of this as she has always done with any work she has started. Just as she received very high marks throughout school even though she has little intellectual curiosity. When she is required to read and to learn, she does so but when requirements are gone she loses her motivation.

In her personal life, she finds it difficult to fall into a passive feminine role or to allow herself the experience of accepting emotional nurturance or dependence satisfactions from others, even though, according to the projective tests, these needs are present on an unconscious level. She remains highly precise, well qualified, and sure of herself but she is occasionally struck by mild moods of depression whose source she does not understand. She is able to force these moods back into repression by steeling herself to further concentration on excellence of performance and fulfilling responsibilities.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS - August 1961:

She is conservative, methodical, somewhat constricted emotionally, with strong need to dominate. Her leadership qualities do express themselves in positive and constructive ways, and she has always found herself at ease in such situations. Efficiency and excellence has marked her performance throughout school and at present, and she responds positively to competitive situations. In actuality she has had difficulty in developing female identifications, and has rejected the female role. Her own needs for emotional murturance is deeply repressed and unconscious, and she has rather developed a masculine assertiveness, efficiency and clearness of thinking. There is reason to feel that she might not respond too positively to supervision, and under stress, she relies on rigid authoritarian overstructuring. She escapes the emotional through higher level functioning, yet has never really developed intellectual interests along with her potential intelligence. There is the feeling of great loss of potential, and underachievement, both in emotional and intellectual constriction, in favor of security giving situations offering high structure and ability to express her authority problems in positive ways, such as teaching affords. She tends to avoid deep probing, and feels most comfortable on superficial levels, and in motor activity. The major defenses appear to be obsessive-compulsive ones of isolation, perfection, and mother activity. Despite this the feeling of warmth is able to be trasmitted.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

TEACHERS CLASSIFIED AS "E"

ON THE BASIS OF THE MANIFOLD INTEREST SCHEDULE

Observation Case #10
D. Mandell - 6/61

The teacher is an intense, tight-lipped young woman with a harsh voice that becomes loud and strident when she gets impatient. Her involvement with the class, both as individuals and as a group, is immediately obvious; she has a strong need for them to learn and understand. However, the quality of her involvement is completely different when dealing with academic and with non-academic material. In academic situations, the teacher finds it difficult to remain patient, becomes easily annoyed with mistakes, insists upon absolute seriousness and concentration and will spend a great deal of time attempting to get the class or individual children to understand a concept by sheer repetition, long past the point where repetition merely produces confusion and resentment in the children. In addition, all this is done with a dogged determination which masks increasing anger; the feeling tone shows in the teacher's raised voice and occasional jab of a finger at a recalcitrant pupil. On the other hand, where reading, writing and arithmetic are not immediately at stake, the teacher can be relatively relaxed, humorous and tolerant. For example, when a student drew her attention to a boy who was drawing a cartoon on the blackboard, she laughed, touseled his hair and said, "Robert thinks he's an artist."; when a skinny, tiny girl with circles under her eyes, fell asleep in class, the teacher quietly told the children not to tease her.

In fact, the entire atmosphere of the class seems to depend on whether or not academic matters are being dealt with. Children are expected to perform well academically; if they fulfill this requirement, they are allowed a good deal of freedom of movement on other occasions. Also, children are free to express their opinions on general subjects, while in academics precise, route responses are required; otherwise the teacher becomes angry and impatient.

The children, who are not as aware as the teacher of the importance of the schism she feels exists between academics and non-academics, are wary of the teacher, seemingly not being sure of the consistency of her reactions. She appears to overwhelm much of her class, particularly when she goes over and over the same material in an intense attempt to teach through repetition. At such points, they become restless, fidget and talk to each other surreptitiously. In the main the class is a passive one, although there are a few individual children who are aggressive, confident and have a strong wish to learn. These children react positively to the teacher's high level of expectation; when she becomes repetitious they ignore her or amuse themselves as best they can, but remain completely able to take advantage of a shift in topic and the profit from it.

Little group discipline is necessary in this class and a word or a look from the teacher is sufficient in individual cases. The teacher seems uninterested in being punitive or judgmental; what she seeks is sufficient quiet for her to drum home a lesson. The children work well independently for short periods of time; however, they are not able to utilize the long periods of independent work expected of them while the teacher works with another group. The children have a relatively casual, friendly and uninvolved relationship with each other; there are a few individuals who tease and fight with each other and a few others who occasionally "tattle", but this does not apply to the majority of the class. In general, the class is passive and wary; there is a constant undercurrent of restlessness among the children, although overt behavior is disciplined and well organized.

INTEGRATED REPORT - 5/3/61:

In spite of superior intelligence, she gives no outstanding impression either physically or emotionally. She was recently married and seems to have lived a notably uneventful life. She has a brother who is now nineteen years old. She was raised by a father with whom she seems to have had very little relationship and whom she rarely saw. The mother was an extremely overprotective woman who was always ready with advice and close observation of her behavior. She communicated a sense of taboo which was aided in inhibiting her sexual life at present. Unconsciously she resented being sheltered to this extent and had occasional "blow ups" in her childhood but stopped this form of overt hostility very soon. She developed a highly critical attitude toward women and a perfectionistic attitude toward people in general. She still perceives her need for achievement as an expression of some kind of hostility and the emergence of this hostility is still capable of producing some feelings of anxiety.

In general, however, all of these emotions have remained essentially repressed and she has lived a life of a fairly isolated conformist. She studied hard at school, took her mother's advice to change from the language field to that of teaching so that she could adapt better, etc. She has succeeded in insulating herself from most all emotions and therefore has difficulty in establishing any significant object relationships. She has almost never had any close friends and neither she nor her husband have any close friends now.

The man she chose to marry sounds as if he is very much like her in many ways. He married her at the age of 35 and had never had any previous love relationships. He also has no friends and no interest in having them. The extreme repression on the part of both parties to the marriage results in very poor communication between them. They have never, for example, discussed whether and when they would like to have children. In another sense, she perceives her husband as very rigid and controlling, and uses him to continue the kind of ambivalent dependency on an authority figure that she established with her mother. As might be expected, the sexual adjustment is only marginal. She is shy and embarrassed about the subject and rarely able to achieve orgasm.

She took a rather maternal role with her younger brother, perceiving that his relationship with his mother was not any better than hers had been. In this way she may have developed some ability to play the role of "good mother" and in her teaching she is able to express more feeling than she is in most areas of her life.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

JMS:mw

Teacher's
Case No. 10 - 2

ADDITIONAL REMARKS:

This young woman appears to have problems in many areas. Object relations seem rather disturbed, and she has chosen to avoid friendships to protect herself from hurt, and to maintain an isolated social position. She has chosen a husband whose defenses in this area are very similar. She is markedly sexually inhibited, and appears to have made a mediocre sexual adjustment in her marriage. There is a tendency to restlessness, tension, feelings of impatience, in this perfectionistic person, with obsessive-compulsive defenses. Security and financial considerations have been a factor in her choice of teaching as a profession, though she appears to have sublimated her problems with relationships in teaching, and receives satisfaction in her contact with the children.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

mw

Observation - Sam Duker - 2/17/61 - Case #16

Due to a number of Friday activities scheduled by the school, the assignment of the student teacher to teach several of the lessons, and the teacher's choice of activities, the observation was not very satisfactory. I do not think that we actually observed more than a full hour of teaching by this teacher.

Classroom

Movable furniture -- desk is in the front of the room. There are 34 Negro children, a student teacher from Brooklyn College, and, of course, the teacher, a personable young man, in the room. Room is comfortable and reasonable neat. Science exhibits are attractive but the poster material tends to be somewhat out of date, Nixon and Lodge, as well as Santa Claus are still around. The current events articles posted on that portion of the bulletin board are all at least two weeks old. One window is painted with a winter scene but the rest have names traced in the dust. Mobiles hang from the light fixtures -- they are not particularly attractive.

Beginning of the Day

The class is scheduled to go to the Assembly at 9:15. The period between then and 9 is not utilized in any way.

Mathematics

On return from the assembly a mathematics quiz is given on the steps necessary in the solution of written problems. This is preceded by a brief review. This review seems to be of interest only to a few of the pupils. The quiz itself is given under conditions of stress -- threats such as, "anyone talking from this point on will have his paper taken away from him." etc. predominate. A child asking a question as to the meaning of a question is told that this has been discussed all week and "I am not going to answer further." This, however, is not said in an unpleasant tone. After having announced that he will not answer any further questions, T nevertheless continues to answer some questions. At the end of the test and after the papers have been collected, T spends a few minutes explaining the importance of being able to do abstract thinking.

Snack period

This is comfortable and relaxed.

Spelling

The regular Friday test is given. There are two groups and words are dictated alternately. Despite the T's repeatedly expressed concern about copying and cheating, he seats the two groups so that children having the same words sit by each other. Had he left the youngsters in the seats they were sitting in before this spelling test this would not have been the case.

Science

With the exception of a very short and inconclusive lesson dealing with the electromagnets that the children are building, the afternoon was devoted to two lessons (sewing and singing) by the student teacher and to a radio program.

Observation - Belinky - 2/17/61 - Case No. 16

The period during which Mr. V's teaching was under observation was considerably briefer than panned because his class had an assembly, a fire drill, and two long tests. In addition, the student teacher took control for about an hour and a half. For these reasons, there was comparatively little opportunity to observe him really in action, and the conclusions reached are rather more tentative than usual.

Mr. V is an attractive young man, probably in his late twenties. Although he made a strong attempt not to show it, he was obviously made quite anxious by the presence of the observers. He blinked his eyes nervously, licked his lip frequently, stammered, was momentarily at a loss for words, and exhibited a mild nervous twitch. In addition, his hands were quite damp and clammy and he was a shade too boisterous. These symptoms, especially the hesitant speech, were most pronounced during the moving. They diminished considerably, but not completely as the day progressed.

While his basic personality seems to be rather mild, friendly, and easy going, he tends to act very authoritarian, especially in those situations in which he might feel his status as boss threatened. He seems to take the role of "teacher" quite seriously, yet he also seems somewhat unsure of how successfully he fills it, so that he seems to use peremptory, authoritarian ways of controlling the class to defend against his own feelings of uncertainty and fears of loosing control. He emphasizes order, silence, and regimentation needlessly, to the point where children sit at their cleared desks, silently, with hands folded until instructed otherwise, reminding one of abygone age. He brings this about by very harsh commands, not requests. The class is definitely not a cooperative situation, but rather is run in an almost military manner, with a supervisor giving orders to inferiors. This need to protect his own status probably also explains why he is very curt and almost insulting with student messengers who come into his class - in much the same way as a henpecked man may yell at waiters who can't yell back.

For all the authoritarian tendencies and the attempt at rigidly ordering regular classroom procedures, there is still considerable inefficiency, and much time is lost unnecessarily in distributing materials and in shifting from subject to subject. He also makes the common mistake of allowing for too much time for specific tasks on tests, so that again much valuable time is lost needlessly waiting for stragglers.

Observation - Belinky - 2/17/61 - Case No. 16-2

When he relaxes enough to be himself, he is warm, jovial and spontaneous, and establishes excellent rapport with the children. The feeling tone is very good and the pupils obviously like, respect and enjoy him. He plays games with them without being asked and tolerates their disobedience when that is part of the game. Interestingly, the children seem to have no difficulty in shifting back to their more docile role when the game is over.

The organization of the tasks and activities was rather poor, and reveal prepared science demonstrations did not function too well. He did, however, keep things moving along and managed to cover all the topics he had scheduled for the day. Regrettably, he did not make very good use of the student teacher, for the most part relegating her to the sidelines and giving her minor tasks that could have almost as well been delegated to a student. When he finally did let her take control of the class, he interrupted several times and contradicted some of her instructions, to the confusion of all. In his defense, it should be noted that the student teacher was rather a dud, totally lacking in initiative or imagination, who did not even prepare the material she was to present.

There are several aspects of Mr. V's teaching I like very much. For one, he is the only teacher I have observed so far who attempted to teach ways of thinking about problems instead of just teaching problem solutions. He tried to teach how to abstract and generalize, how to transcend the specific, and pointed out how important this is for dealing with life in general. He obviously has a difficult job cut out in this sphere, because this emphasis on an abstraction with a de-emphasis on solution was very anxiety provoking for the pupils. I am pleased to say that he recognized this anxiety and offered them reassurance and encouragement. I was also pleased to note that he was psychologically astute enough not to continually answer the same question over and over, and that he was sufficiently aware of the pupils' level of development to know which words they may not know and to define them for them. Furthermore, he would not permit children to report on crimes or violence, commenting that there are other more important, less unpleasant things to talk about.

All in all, from what I was able to see, I think Mr. V is a good, successful teacher. He has some flaws, especially when it comes to making most efficient use of his time, that could probably be remedied fairly easily. What I see as his major flaw, however, his marked authoritarianism, is less likely to be remedied easily because it seems to be

Observation - Belinky - 2/17/61 - Case No. 16-3

a defense against feelings of inadequacy and loss of control. It would probably require considerable psycho-therapeutically oriented reeducation to bring about a major modification in this pattern.

Charles R. Belinky
Clinical Assistant

Teacher's
Case No. 16 - 1
Psychological Report

INTEGRATED SUMMARY - August 1961:

This is a 23 year old married 5th grade teacher. He lives with his wife and infant daughter. He and his sister, ten years his senior, come from what he describes as having been a happy home. Actually his description of his home life as well as of his marriage and himself, are extremely defensive and highly idealized. He is a very defensive person and finds it necessary to hold his anxiety in check by gross denial and a hollow optimism about the world. Actually, he has always had a large number of traits of a compulsive personality, particularly the overconcern with the power aspect of his relationships. He stammered and suffered from a blinking tic as a child and still bites his nails. His compulsivity and his need to win out in power struggles with others first attracted him to accountancy and the legalistic argumentation of a career as an attorney. However, his character is somewhat more complicated in that he is in a great deal of conflict over his need for status and power, and often cannot permit himself to reach his aggressive goals. For this reason he changed his career plans to one of teaching, involving less competition, a giving attitude, generosity, etc. His work life is thus primarily a reaction formation against his aggressive compulsivity. Nevertheless some of his ambitiousness comes through even in his present work and he maintains the hope of becoming a school administrator rather than a teacher some day, so that he may have more prestige and power over his peers. He has relatively little need, however, to exploit his position of power in the classroom ver the children. Instead he identifies with the children who are at the same ge he was when he was at the height of his conflicts. He likes to take the ole of the warm and accepting father which he wishes he had had. This kind of elationship, although neurotic in its basis seems to be reasonably satisfying o both himself and his pupils. Toward his supervisors, he feels a definite ense of insecurity. He easily feels judged and is hurt by small disapprovals rom above. He internalizes these disapprovals and falls into alternate self-ate and resentment of authority.

His sexual life is sapped of intensity by sexual self-criticism and nhibition.

Like most compulsive characters he is not flexible in new situations nor oes he have much creativity. In the long run he seems to have a better capaity for profiting from experience than might be expected from the other aspects f his character. It is likely that his defenses will continue to keep him oing while his character slowly improves and mellows with the years behind his rotective armor.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

DDITIONAL REMARKS - August 1961:

His awareness of his own childhood problems has made him sensitive and mpathetic to children and has fostered development of a "psychological approach" them. Defenses: compulsive, rigid character, denial and overoptimism. He is sily threatened by authority, resulting in feelings of being judged, of inadeacy, and anxiety and insecurity. The hostile component of these anxieties reactions cause him to fantasize power achievement and status; to become the authority through the obvious mechanisms of "mastery" and identification with aggressors. Even in his reaction formation to power as expressed in the lesser status and less and less demanding role of teacher, where he plays the good father role, when threatened with his own inadequacies, he again strives for greater power by aspiring to become a principal.

Sexual expression appeared constricted and inhibited -- the stiving yet guilt over power and the sexual repression suggest strong oedipal problems.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

Observation No. 18 - Duker - 2/27/61

This is a third grade class of almost all Negro children who obviously come from a deprived economic sector. Only 19 of the 27 children on the register are present. Because school was dismissed at noon to enable teachers to confer with parents, this observation covers only the morning session.

Room arrangement

Movable furniture with the teacher's desk in the front of the room. Teachers sits at her desk most of the time. The unused desks are pushed to the rear of the room in a helter skelter fashion but otherwise the room is neat. The bulletin boards are neat but not particularly attractive. One gets the feeling that these are the teacher's exhibits and that they play no important part in the life of the classroom. In the back of the room there are a large number of plants of various varieties.

Plan for the Day

A seven line plan which skillfully uses repetition of words is on the board. It is read in unison by the class. Individual children are then called on to find particular words. It is then again read in unison. Class reading is accompanied by the teacher's use of a pointer. Only part of the children participate but the teacher appears either oblivious or indifferent to this fact.

Checking homework

Children are asked to volunteer to give answers to arithmetic homework. If they give the correct answer they place the problem on the board, if not, someone else is called upon. The work on the board is large but the examples are written close together so that we get a cramped, crowded effect anyway.

Writing

The children are required to copy the day's plan from the board. A few get down to business and finish. They are allowed to take crayons and draw a picture on the page. Teacher collects completed papers. Others dawddle. Teacher sits at desk most of the time. She makes a round of the room to urge the children to get to work. Many of the children get no further than to write their names on their papers. It appears not so much a matter of inability as one of total indifference and lack of interest. Finally the children are told to put away their papers and that they are to be finished later in the day. The form of the papers that are written is poor, e.g. no margins etc.

Mathematics

Cardboard clocks are distributed. Lesson is on even hours and ten after the hour. Some children understand but many pay no attention and teacher does nothing to either explain to or interest these children. Again only the same five or six children are participating. They are the ones that volunteer and get called on. Even when, occasionally, another child raises his hand, the same pupils are called on. Homework is assigned. Look at the time when pupils get home-- they draw a clock showing this time (seems in reverse order.) Children are required to copy this homework assignment. A few do - most don't after a while T tells them to put notebooks away and that they must finish their copying later in the day.

Radio

A fairy tale over the WNYE station is followed by a drawing activity. No discussion whatsoever before or after the story. Drawings do not appear to be particularly related to the story. A number of children draw nothing. The teacher does her work at her desk while the story is broadcast and while the children are drawing. Children appear to be less than fascinated by the story although they sit quietly.

Reading

First T develops words that will be in the lesson. She has these on cards. She gives sentences which presumably will elicit these words. Example: It was a ________ is supposed to elicit lovely!!! Only three children participate in this word study and of these one often gives the wrong answer. After the word is elicited, the whole class reads it in unison. Teacher follows paractise (generally disapproved of by reading experts) of finding little words like "at" in the word "that". The reading lesson is them read two lines at a time. The sentences in the reader are one and two lines in length so that more often than not children read a sentence and a half or two halves of different sentences. Later the teacher rereads the entire page -- children following with their fingers. Later we have reading in unison again. As the reading lesson continues the class gets more and more restless and disinterested. T apparently is only concerned that they do not misbehave and continues her attempts to teach the five or six that are participating.

Teacher's
Psychological Examination
Case No. 18

This woman was extremely nervous and fearful about the testing situation. She covered this up in two ways: one by giggling suddenly and inappropriately whenever tensions got too much for her; and second, by exaggeratedly proper behavior. For example, she thanked me every time I routinely handed her a test card--of which there were ultimately more than twenty.

The most notable quality about Miss is her extreme constriction. Impulse has been repressed in her to the point where she is extremely rigid and nearly immobile. She allows herself to see very little of what is going on around her, and even that little is heavily censored. She is the opposite of what is alive, young and growing: the inquisitiveness and vitality that are the special prerogatives of children would be highly threatening to her. One would expect that in the classroom her effect on children would be--not at all harsh or punitive, but slowly and gradually oppressive and deadening.

The reason for Miss 's overcontrolled approach to life is apparently that she has equated loss of self-control with extinction. She is so afraid of violence, both from within and from without, that she goes to exaggerated lengths to deny its existence in herself and in anybody. Since she does not want to admit the existence of impulsiveness and urge, she simply refuses to see it when it occurs. Accordingly, much of her energy is devoted to a constant falsification of daily experience. Not only has this had a detrimental effect on her own personality, but it is bound to be injurious to the children under her influence, since in order to please teacher they must suppress and pretend.

However, she does permit herself to respond to certain things. The kind of reality that is allowed to filter through her rigid screening system is that which is in accord with convention and propriety. Thus, asked to think what sort of thing is pleasurable and fun to do, she was unable to think of anything at all, until she hit on "a trip for educational purposes." "Study," "education," "schooling" all have great value for her, but it is not because she has a genuine interest in things of the mind, but because these are respectable and safe avenues of expression.

Considering the degree to which this personality is encased in restrictions, and the repressive consequences on children under her control, it is difficult to see how any amount of teacher-training could possibly render this woman a successful teacher.

Aurelia Levi, Ph.D.

Observation - Duker - 3/27/61 - Case No. 35

This class is made up of slow-learning Negro children who obviously come from economically deprived backgrounds. The children are very soft-spoken and it is often very hard to hear what they are saying. The enrollment is 27 and today there are 22 present.

Room arrangement

Large airy room with movable furniture. The windows are attractively painted with spring flowers. The bulletin boards are neat and not cluttered. Most of the material exhibited consists of children's work.

A bookcase and magazine rack are attractively arranged and used by the children during the day.

One bulletin board is headed "Spring is here." On it are drawings by the children and a poem, obviously reproduced by the teacher. The T's desk is in the front of the room and T spends much of her time behind it.

Opening exercises

The Pledge of Allegiance is given in jerky phrases and the singing of America is like a very doleful dirge. Roll is called and children respond by saying "Good Morning Mrs 35". In the afternoon its "Good afternoon Mrs 35." T does not respond but merely calls the names. T makes inquiries about absentees and appears to be genuinely concerned about them. Lunch money for the week is then collected. T insists on absolute quiet during roll call and money collection. T then conducts a health inspection which includes fingernails, ears, teeth, and handkerchief. After looking at hands and teeth, T uses a pencil to move children's heads to inspect their ears. Those children who pass stand, others remain seated. It is a cold, aloof procedure but children do not appear to be humiliated by it altho some of them are quite mature-looking. T then goes to health chart on wall and calls names. Children respond by "standing" or "sitting" as the case may be and are checked on health chart accordingly. It is noticeable that some of the children have not passed at all while others have 20 or more checks on the chart. Despite of all this, the children have a sloppy look. One girl, for example, has not tucked her blouse into her skirt and many, if not most, of the boys have missed loops with their belts. This is not a matter that the T does anything about.

Next, a child shows a feather that he has brought in. He gets T support in his statements about it. There is warmth here.

The children write daily diaries about class activities. Several of them now read their diaries for the previous school day. They are very stereotyped and emphasis is on the every day happenings rather than on happenings that were peculiar to the day on question. For example, all diaries make much of the hanging up of clothing etc. Children have much trouble reading the words in their diaries. When a child finishes, T makes no comment whatsoever and calls on the next child. Several items in the diaries are commented upon during the reading. One item reminds her that one child should write a letter of apology to the Assistant Principal as "he deserves it." Another item brings forth a discussion about the desirability of going to the dentist. It develops that one boy has never been to a dentist.

Choral speaking

Children are lined up in three groups in the back of the room and practice their choral speech (the poem about spring that is on the bulletin board.) To the children this is obviously a task and not a treat and they respond unenthusiastically and passivily.

Gym.

Children play outside. T announces rules and that boys will play punchball and girls will jump rope. Children are marched to and from play area. They play but without any real zest such as one might have expected on this beautiful spring day.

Snack time.

Only 3 or 4 children have milk and T is out of pretzels so sends a girl for a new box. (Actually the box does not arrive until just before T was ready to resume class so no pretzels are sold today.) During snacktime children may look at books and magazines but absolute quiet is required. T stands in front of room and reads the last part of an Anderson fairy tale. Children listen but are not particularly interested.

Reading

There are two groups.
T hangs on to her manual.

T says, "name of story is called---"
There is much confusion as T tells one group not to start until she has instructed the other group. This turns out to take a long time so that a great deal of restlessness occurs.
T tries hard but does not contribute anything herself--using

the manual's ideas exclusively.
T threatens to put a boy out of the room for talking.
One boy in the workbook group says that he has hurt his hand and can not write. T tells him that she will give him another task to do but forgets about this and as a result he sits there throughout the hour of the reading lesson doing absolutely nothing.
Children in the first group read very well.
The children are not totally disinterested in their reading but they are far from fascinated.
Substantial homework assignments are given to both groups.

Afternoon

The first 25 minutes are consumed by hanging up clothes (children have to be "ready" before this can be done), calling of the roll, etc. By this time the children have become rather restless and the teacher, testily impatient.

Spelling

Children change seats, which does not go very well. T does some shouting in a shrill voice. Words are then dictated. No erasing or overwriting is allowed.
After papers are collected, Friday's test papers are returned one by one. Misspelled words are to be corrected. Those with perfect papers are allowed to take library books. T says little as she hands out papers except to reproach those who had poor papers and to praise those who have shown improvement. Perfect papers are not commented upon. One child takes a library book. It develops that he doesn't have a perfect paper. He is given a severe tongue lashing and the book is taken away from him.

Arithmetic

Papers of Friday's test are returned. T says that she is disappointed and that children have not studied their "6 times table." A class drill on 6 X--- is now held.
Answers to the test are then put on the board. The following algorism is used:

$$\begin{array}{r} 56 \\ 4 \\ \hline 200 \\ 24 \\ \hline 224 \end{array} \qquad \begin{array}{r} 50 \\ 4 \\ \hline 200 \end{array} \qquad \begin{array}{r} 6 \\ 4 \\ \hline 24 \end{array}$$

The arithmetic lesson is interrupted by an announcement over the loud speaker system that there will be a "take cover" drill. Principal says that this is more important as an exercise in "control and discipline" than as preparation for any future contingency. Children get under their tables. This whole affair seems to make the T very nervous and she gets quite angry especially with some children who are laughing. She shouts at the children both during and after the drill.

As a result T's teaching of arithmetic and her explanations become quite confusing and children now do very little right. Almost all errors are caused by a misunderstanding of the means used to multiply the unit term in the multiplicand but T does not perceive this.

A substantial homework assignment is given.

General observations

T can be quite warm at times, putting her hands on a child's shoulder and talking to him. She says to one boy who speaks especially softly: "Honey, you have such good ideas, but I can never hear them." On the other hand, her boiling point is very low and she can become quite angry. At such times she scolds.

Case No. 35

Observation -- A. Levi -- 3/27/61

Teacher #35 is an energetic, firm, businesslike person, immersed in everyday details, in subject matter, in content. Objective is the word that best describes her attitude. There is nothing personal about her manner--all her pupils are treated with the same undifferentiating, equalitarian briskness. There is no premium put on good scholarship; her attitude implies that pupils should study and learn, because that is their job; but whether they do or they don't, it is of no importance to her. In matters of conduct, too, she is entirely nonpunitive and does not reify objectionable behavior, but corrects by mentioning what is desirable. Once having presented the standard, she seems to feel the rest is up to them.

As a result, this class has the least affective or emotional atmosphere of any I have seen. Nobody is blamed or scolded or rewarded or singled out in any way. She seems to have no interest or even awareness of personalities at all. At its worst, this was flatfooted and insensitive to the varying needs of the various children, and produced currents of restlessness in the class. At its best, it had a vigorous, unselfconscious, quieting influence, and set up a democratic atmosphere in which there was no status-consciousness, no vying for teacher's notice, etc.

She controlled her class by her vigorous, lively voice, her frequent changes of pace and of material, and by her lack of distance. She de-emphasized any difference of status by constantly walking about among them, and even by brief physical contacts: buttoning them, patting them. This was done, however, without softness or affection; her pats were distributed impersonally to whoever happened by her hand. Reciprocally, this resulted in a serene, fraternal, nonrivalrous atmosphere, in which nobody tried to secure teacher's attention for himself.

In spite of this eminently serene, guiltless, low-pitched atmosphere, and the interesting and varied activity, there did not seem to be any great deal of learning taking place. Possibly this was due to the low level of intelligence in the class; or possibly to the teacher's lack of personal incisiveness, in spite of the plain and practical approach. Certainly her extreme laissez-faire attitude did let occasional daydreamers slip through the meshes and lose the lesson.

With so low-pitched and guilt-free an atmosphere, it was disappointing and puzzling that schoolwork and learning did not appear more exciting than this teacher made it, and that much of what went on was fairly dull. One can only conclude that a certain amount of personal motivating and emotional heightening is necessary, and that when tension falls below this optimum, the effect is deleterious, quite as much as if the teacher had been disturbed and punitive.

Aurelia Levi

TEACHER'S
PSYCHOLOGICAL EXAMINATION
CASE NO. 35
June 6, 1961

This is an attractive young woman with a charming, but shy air about her. She appeared very much "the proper young lady". She waited to be told where to sit, did not smoke until she could do so, and sat carefully with her hands on her lap until given instructions. At the same time her resistance to removing her sweater, in spite of the heat of the day, demonstrated some of her reservations in the situation.

She related to the examiner somewhat reservedly. She was more relaxed during the interview than during test administration. Affect was appropriate to the material discussed. She was able to verbally express anger and anxiety where the events related made such expressions appropriate. However, she became quite guarded and anxious during test administration, showing minimal compliance and great difficulty in responding to the request for additional responses or elaboration of the themes expressed. Reassurance did not affect her performance. Note taking disturbed her and she notically relaxed during periods when no notes were being taken.

During interview, she spoke of teaching as her second vocational choice. She originally planned on a nursing career but the family discouraged her "for her own good". This Pollyannish attitude of acceptance of circumstances permeated her interview. She declared herself pleased that she had not gone through with her original plans and stated that her family had really known better than she.

Her husband was described as "very sweet, even tempered and shy". Both tend to be even tempered and shy, worry over trifles and are "meticulous". Their social life revolves around family and "a wide circle of friends". The emphasis in their social life appeared to be togetherness with no specific interests or hobbies indicated.

She described her own family as "very close", even since her marriage. She still shops with her family and plans activities with them on weekends. She describes herself as like her mother - even tempered although "I won't make a rash statement (when I'm angry) but things bother me for a while".

She expressed a good deal of anger against
for his failure to explain the purpose of the research project, explaining that she was on probation and had worried

that the information revealed in the testing would be known to school officials.

In spite of her apparent poise, she is an immature, severely constricted young woman whose inner life is empty and whose relatedness is superficial.

She sees herself as a child, dependent upon adults for support and approval. Love and approval are contingent, for her, on her conformity to prescribed social patterns in behavior and thought. Her self image is based upon the reflection of herself she sees in others. Thus she is inordinately dependent on the reaction of others to her behavior and thought. She tries to gain love and approval by meeting outside standards, by being a "proper young lady", by expressing appropriate feelings in conventionalized situations, by doing the "right thing". Since her behavior is not motivated by her inner needs, little satisfaction ensues. Her over-reliance on outside standards has resulted in an inhibited, stereotyped young lady whose reactions and thinking are rigid and narrow.

It is likely that she has experienced considerable pressure toward such conformity during her development. Hostile feelings toward her mother, both for the pressure and for non-fulfillment of dependent needs, have aroused anxiety. Rather than face such feelings or the anxiety engendered by them, she projects them onto the outside world. Thus, she sees others as potentially threatening, their effects to be warded off. Her approach to the outside world is therefore guarded apprehension. In the face of challenge, she withdraws into her shell of reserve and detachment.

Fantasy is threatening because of the hostile feelings it arouses and the anxiety it creates. Thus she has stifled her creativity and inner growth in *the interest of avoidance of conflict*. She does not enrich her living with either fantasy or feelings, but rather is bound by what she can see, hear or feel.

She relates to others only on a superficial level. Her limited self-awareness hampers the development of ability to perceive others in differentiated fashion. Instead she focuses on others' responses to her behavior and searches for cues in the environment to aid her in understanding her role in social situations. She in unable to react spontaneously with appropriate emotionality.

She experiences difficulty in any situation which requires utilization of her inner resources, which are meagre.

When she is faced with the need to cope with a new or unfamiliar problem, she panics and is overwhelmed with the need for protection against a potentially dangerous experience. At times her reality testing is impaired by her panic reaction and she cannot adaptively cope with the situation.

My diagnostic impression is severe character disorder in an over-socialized woman. She utilizes detachment, withdrawal, denial and projection in an attempt to avoid anxiety. In the presence of stress, these defenses tend to be brittle and break down.

Marilyn Gross
Psychologist

Observation - Duker - 3/21/61 - Case No. 38

This is a very slow learning fifth grade of 18 Negro children. The children speak very softly. T is a man in his forties in his first year of full-time teaching. He is a former postal employee.

Room arrangement

A large airy room with movable furniture. Plants and a fish tank in the back of the room. A 4 foot rocket with Mickey Mouse peering out of it has been prepared for the next day's science fair. Most exhibits on the bulletin boards are made up of printed material, much of which seems rather unsuitable. Very little children's work is exhibited and one gets the feeling that this is more for "show" than for instructional activity.

Language Arts

T has a passage written on the board and is eliciting synonyms for underlined words. He is extremely accepting of correct ideas awkwardly expressed. Occasionally he becomes slightly impatient and says "speak up" and "I can't hear you" in a rather petulant tone. It is hard for T to get general participation although he tries to do so. Volunteering remains at a minimum. T seizes opportunities to develop language concepts, e.g. a good solid explanation, discussion, and recitation on the use of "a" and "an". T occasionally encourages children with such remarks as, "I know you can get it."

Reading

Uses classmate editions (This is a series of books having the same general content on each page but at different levels of reading difficulty.) and therefore has only one group in reading. Lesson involves synonyms and workbooks. T has difficult time explaining what is expected to slower of two groups. He is patient and almost tireless in explaining--but still has a number of non-participants. These children are not ignored, however, they are encouraged constantly.

Children speak very softly and while T constantly urges louder talking he encourages low voices by standing close to the speaking pupil. T stays with it and finally has most of the children working on their tasks. The children using the more difficult version have less difficulty.

Game

Children participate wholeheartedly in a barnyard game which relieves tensions. T is directive but gives different children a chance to participate. Some of the children are shy about this also. When the game is over T succeeds in completely restoring decorum without any threats or unpleasantness of any kind.

Mathematics

Review of homework on addition of mixed numbers. Children appear to know this work rather well although they make mistakes. The incorrect algorism being taught is:

$$\begin{array}{rcl} 5\ 2/4 & = & \tfrac{1}{2} \\ +\ 2\ 1/2 & = & \tfrac{1}{2} \\ \hline 7\ 2/2 & = & 1 = 8 \end{array}$$

The balance of the lesson is solid, efficient and effective.

Homework is put on the board and a substantial amount of time is consumed in copying. The problems assigned are in a wide range of difficulty.

Yesterday's homework is then put on the board by children and checked. Good participation--T stresses errors made through careless writing. Stress, however, is on the error not on the pupil making it.

Afternoon

When the class reassembles it takes a long while to get started--as a result, children become restless and the teacher rather testy.

Science

Lesson is on friction. Drying hands by friction--rubbing hands on desk, etc. Discussion follows. T is accepting of wrong answers, explains and clarifies. This is a fine lesson on the nature and uses of friction. This goes on for almost an hour but interest does not lag.

A fire drill followed by a school assembly ends the day.

Case No. 38 - Dale Mendell - March 1961

The teacher is a ponderous, deep-voice, patient and kindly man. He treats
he class casually and sincerely, and is very interested and involved in helping them
earn. There is very little of the route and the mechanized in his teaching; con-
epts are constantly explained; the children are led logically into learning a new
dea of consolidating an old one (e.g. to a child who could not express the meaning
f "useful" the teacher structured the problem thus: "If beautiful means full of
eauty, useful means?") The level of communication between teacher and class is very
igh. Rather than attempting to give the children easy lessons, the teacher speaks
lowly and repeats ideas in various ways until he is understood; he will work with
1 individual child until a concept is clarified. In addition, he listens to chil-
ren's contributions, accepts them with a minimum of change no matter how inelegant
ey sound, accepts a correction or revision from a pupil graciously, and will permit
pupil to divert the class to an interesting tangent, provided it is not completely
relevant to the lesson at hand. The children respond by making contributions
gerly, by volunteering to go up to the board and by expressing their own ideas with
ttle fear of humiliation. To those individual pupils who are continuously shy or
thholding, the teacher is casually reassuring, calling on them for the easier an-
wers, encouraging them to saying, "Don't be afraid, you know how to do it." During
ard work, the difficulty of the examples is staggered according to the individual
udent's ability. This is a classroom in which most children feel they have achiev-
l some degree of success (e.g., a boy whose academic work is rather poor had had his
ientific interest utilized in building a rocket and was also appealed to for answers
questions involving related science matters. The class monitors are just those
ildren who participate least in classroom activities).

Discipline is rarely needed. The teacher is a firm person who does not allow
ildren to speak out of turn, and who does not disguise his irritation at children
o speak during a lesson ("If you don't want to learn, that's all right, but don't
ep others from learning") or those who have been inattentive. On the other hand,
is aware of the needs of these children and allows them occasional quiet talking
riods and an organized game period which is boisterous, hectic and immensely en-
yed by pupils and teacher alike. The rationale for the game is "to get all the
lking out of your systems before the next lesson", and after a game, the children
settle down immediately. They realize that there will be a game period every
y, and the teacher makes it clear that play is differentiated from work.

The teacher has the children divided into two reading groups, but they are
t seated separately and are encouraged to listen to and participate in each other's
ssons. Praise is used extensively, but simply and casually. The teacher is inter-
ted in individual children, keeps track of their abilities and whereabouts and
mments on personal habits. He is lenient with attention-seekers (e.g., he jokingly
ld one boy who came to the board voluntarily but was unprepared, "That was a sneaky
y to do it"), but not with inattentive pupils, to whom he repeats explanations, but
so demands responses. He is witty in a poker-faced, totally unmalicious manner
ich delights the children. Although he is somewhat moralistic, the children are
t afraid to raise ethical problems with him. His casual attitude seems to resolve
tuations with a minimum of fuss (e.g., when two children bickered about who was to
rform a chore, he quietly said, "It's too small a thing to argue about.")

While pupil-teacher interaction is extremely positive, the children are not
ticularly friendly towards each other. During games there is a cooperative atmos-
re, but at other times children will snap at each other, slap each other or tease
liciously. During lessons, the children are quite competitive and are impatient
h the teacher's insistance that one child be heard to the end before another is
lled on.

INTEGRATED SUMMARY - August 1961:

This man is a 47 year old, white Jewish man who has been teaching for the last three years. His mother is living, he has a 43 year old sister, and a 45 year old brother; he is married and has a nineteen year old daughter, and fourteen year old son. His most apparent traits are a guarded and suspicious nature, and a lack of affect and initiative. While he is quite capable of giving detailed objective accounts of unimportant incidents, he was incapable of transmitting a consistent picture of the emotionally significant facts. In the interviews he has given with two different interviewers, completely contradictory impressions of his parents' characters were formed. Both interviewers were obviously trying to guess as best they could through his barrage of idealization of his parents and series of cliches.

This is a highly crystallized personality who is unlikely to change in any major respect either for the better or for the worse. Such symptoms as he has are ego-syntonic and all conscious distress is solidly repressed. He is a man who fears failure of any kind and is willing to narrow his goals and the limits of his expression in return for the most modest security. Having found such a niche he is extremely flexible and hides behind his role as much as possible. The effect of his personality is rather deadening and would be expected to leave his students rather bored and uninspired. Most of the emotion has simply been drained out of his relationships and he is a rather uninteresting "stuffed shirt" kind of a man.

The suspicious, almost paranoid attitude that he has toward superiors, has plagued him much of his life but is definitely in control. He does not have an open paranoid hostility but rather a chronic sense of oppression from above. This attitude expresses itself in almost all situations, the testing situation here, his job in the Post Office which he held for twenty years, and now his teaching job as well.

He is a plodder who can be considered most reliable by employers so long as they expect no initiative or creativity from him. He remained in a job far below his intellectual capacity for twenty years, making no attempt to leave it except on the instigation of a friend. As a teacher he has again been able to fall into a reasonably successful adjustment where he no doubt can drop into a position of secure anonymity. He takes over-frequent recourse to his role of authority and becomes unimaginatively moralistic and judgmental toward his students but, since he is consistent, the students are most likely able to adapt to him and his classes are probably quite uneventful.

He is relatively isolated from any social life and probably remains in a relatively formal relationship with other teachers. Little is known about his wife but she evidently does not demand more from him that he is able to give and his marriage seems to be free of overt conflict as well as deep emotional gratification.

The projective tests found evidence of strong, deeply repressed oral dependent needs of a highly infantile nature which provide the structure on which such a passive personality is built.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS:

This man's paranoid attitudes would lead to difficulties in relating to superiors, and his extreme rigidity would make for poor adaptation in new situations. His behavior is marked by a lack of spontaneity, creativity or humor. Affect is stifled; he tends to focus on minute inconsequential detail, stifling interaction and producing boredom on the part of a listener; all of which would seem to contribute to potential problems in the classroom, producing at best, an aura of dullness.

Projection, isolation and obsessive-compulsive defenses serve to obscure the basic infantile oral passivity of his nature. Drive for achievement has been overshadowed by the need for security, stability and an anxiety-free existance at any cost. Teaching has the advantage of allowing him to express his authority problems, (in his demand for absolute respect, his satisfaction in asserting control and mustering out discipline, and emerging as the absolute unquestionable authority figure within the classroom). Here his struggle to control his own impulses can be projected onto the children, and expressed in the need to control others. Teaching also represents attainment of higher status.

His strengths in the teaching situation, or his ability to bring something positive to it seem frighteningly lacking at best, and potentially damaging.

Doris Wolin,
Assistant Psychologist

TEACHERS CLASSIFIED AS "F"

ON THE BASIS OF THE MANIFOLD INTEREST SCHEDULE

Observation No. 12 - Duker - 2/15/61

This is a class of predominantly Negro children, neatly dressed and of average and below average ability.

Arrangement of Classroom

Movable furniture. The desk is in the front of the room. There are too many things posted on the bulletin boards, giving a cluttered effect. Some of the exhibits appear to be too advanced to be useful - for example, a chart on color combinations, entitled "chromotography" which is hard for an average adult to follow and understand,

Teacher attitude

There is a complete lack of warmth. The attitude is one of carping criticism. One does not feel the presence of any genuine interest. Such remarks as "wake up" or "Ye didn even start lez get busy" and threats of Scotch-taping children's mouths and a variety of other punishments bear out this view. The negative nature of the situation is not at all alleviated by the fact that T calls the children "honey" and "dear".

Mathematics

The lesson is on Roman Numerals from 1 to 12. One boy has written to 16 and is told that she should have not gone beyond 12. A clock face is drawn on the board. The numerals are not evenly spaced and such a time as 2:30 is depicted with the small hand at 2. A child asks how time would be given in Roman numerals and is told that can't be done. What appears to be an excessive number of similar problems are assigned for homework.

Snack time

This is a period during which one feels the constriction of the atmosphere. T keeps from the pupils. Though the room is not really noisy T says that is there is any more noise, none will be allowed to talk at all. This threat is subsequently carried out. Everyone has to remain in his own seat throughout this period.

Social studies

The topic is tourist attractions in New York City. A long list of things to see in NY is put on the board by T. In connection with Times Square T explains that they (the pupils) having seen the Neon lights on Utica Ave. would not be particularly impressed thereby but that a visitor from Ohio would be simply astonished and amazed by the number of lights. Later on in the lesson Ohio is again cited as being at the furthermost reaches of civilization. "There is hundreds of museums in New York City". "Brooklyn is not in New York City." Despite the teacher's numerous Brooklunese pronunciations she shows amusement at a child's pronunciation of "iron" with a Sothern drawl.

Reading

This lesson is conducted line by line from the teacher's manual. Although I feel certain that at certain crucial points she misses the point anyway. For example, discussing the different meanings of the word "draw" the point is made that the word "drawer" comes from "draw" but it is not explained that in this instance the word "draw" has the sense of "pull". Much is made of the fact that the first syllables of "mitten" and "muffler" are "closed syllables." But despite the fact that these concepts are very obviously not grasped by the children, no point is made of the fact that the first syllable of the next word, "tailor", is an open syllable.

Despite the fact that there obviously a wide spread of reading abilities in the class, no grouping or individual work is undertaken. The children are told to keep a record of the words they don't know the meaning of and to look them up after!! they finish their reading. All during the reading lesson the teacher is eating jelly beans. There is a constant stream of children leaving the room to go to the toilet, each one slamming the door as he leaves and as he returns.

There is a student teacher from Brooklyn College in the room who has gotten into the spirit of things even though this is the first week of her assignment. She snarls at one child: "button your lip."

Language arts

"Words that have several meanings are synonyms." Synonyms, antonyms, and homonyms are discussed. When a child suggests that "oxygen" and "carbon dioxide" are antonyms, teacher explains that they are "two separate elements."

Story reading

T reads Aesop's fable of the farmer and the nightingale. Asks for moral. After disapproving of several rather plausible theories advanced by the children, she explains that it is "Usually not a good policy to tell a lie."

The next fable is about an old man and Death. Children do not grasp its meaning at all.

Observation - Case No. 12 - Belinky - 2/15/61

Miss X is a reasonably attractive woman in her middle twenties who recently graduated college. While generally neatly dressed, her slip was showing the entire day and she is given to rather dramatic eye make-up.

Personality-wise Miss X is rather harsh, irritable, insensitive, unimaginative, aloof, and ungiving -- a generally dissatisfied person who seems to have little if any interest in teaching or in children. She does her work in a highly stereotyped, mechanical way, right from the books, injecting no warmth, spontaneity or originality. Her bored, remote manner, her very inefficient use of time, and her total lack of sympathy for or empathy with children combine to convey very clearly to the observer that she has little interest in her job and is merely marking time in it. This observer is certain that her real reasons for going into teaching are something like: "It is an easy job with short hours and long vacations and some prestige that will do until I find a husband and will give me something to fall back on if I need it." Certainly, she has not entered the field with any strong need to enrich young minds or a desire to utilize her own creativity or vitality in an area where such gifts are badly needed.

She is a carping, critical woman, who nags at the class and threatening it with punishment that is only very rarely forthcoming. Throughout the dat the noise level in the class was always rather high and increased very much as the day progressed. At one time it got so bad that one of the pupils put her fingers in her ears briefly. Mis X remained quite passive in the face of this noise and generally ignored the noisemakers. Occasionally she would yell at the class as a whole and threaten to make them all keep absolutely still-- she acted on this threat only once. On several occasions she threatened individuals with "scotch tape" (presemably for their mouth) and with "loosing their desks and having to sit in the back," but she never carried out any of these threats. It was obvious from their reaction that the pupils were not very intimidated by the threat; they continued their private conversations and continued to shout out the teacher's name and answers to questions. Miss X generally continued oblivious to this noise and oblivion to any answers that were shouted out, interacting only with those students who raised their hands.

Perhaps her most damning trait is her utter insensitivity to children's needs or feelings coupled with some strong, poorly controlled sadistic tendencies - she was gratuitously hostile and needling toward two negro girls. The first she bawled out for being late because she had to care for her brother. She criticized the child and implied strong criticism of the child's mother. In fairness, however, it must be noted that shortly thereafter she gave the child a chance to answer a question and gave her more praise than perhaps her answer was worth. Since Miss X seldom gives praise, perhaps this was her way of making amends for her little temper tantrum, which itself was perhaps the result of the tension of being observed.

The second child, whom she criticized several times throughout the day, was also the object of an uncalled for, abusive, threatening temper tantrum by the teacher over a minor altercation with another student. The teacher could not forgo the opportunity to needle this child when she returned from lunch and taunted her with the information that she had heard she had been in trouble during lunch time. The child, obviously in need of some sympathy and understanding, not of more hostility, was about reduced to tears and spent the next half hour hiding her face in her hands.

At lunch time one of the boys was crying, complaining of the treatment he had received at the hands of a monitor. Without making any attempt to comfort him or find out what the difficulty was, she treated him like a culprit and sent him down to the principle -- who eventually decided the whole thing was a misunderstanding.

One more example of this insensitivity came when she was preparing the children for new words they would encounter in a reading passage and discussed the words "coon" and "skin", eventually leading to "coonskin cap." While these are perfectly legitimate words and did occur in the reading passage, in view of the fact that the class was made up largely of Negro children who could be expected to have unfortunate emotional associations to these words, perhaps it might have been kinder for her not to emphasize them so much out of context, waiting rather until someone asked about them.

As mentioned, Miss X showed little interest in the class as a whole and exercised poor control over it. This control was at its best early in the school day, probably because of the anxiety caused by being observed, but deteriorated markedly as the day progressed, presumably becoming more representative later in the day. In addition to the constant chatter and shouting out already mentioned, only rarely was more than 1/2 or 2/3 the class concentrating on the teacher's presentation. The rest were surreptitiously doing arts and crafts, homemaking, (of which there is a lot), reading, or playing with rubber bands. It is noteworthy that for a period of 20 minutes (by the clock) while the class was supposedly doing work with the teacher, one girl was moving around the back of the room, talking to other students, braiding another girls hair, etc. to all of which Miss X remained oblivious.

In keeping with the picture presented thus far, Miss X generally tended to call only upon certain students, and spent no more than a total of 5 minutes throughout the day working individually with pupils. Not only was her control of the class poor, but her whole manner of teaching was thoroughly inadequate and time-wasting. She tended to unnecessarily proliferate examples far beyond their illustrative use and was unable to communicate meaningful abstractions - largely because she herself is lacking in abstracting skill. To make matters worse, she is clearly not bright enough for this rather gifted group. Throughout the day she made 5 or 6 glaring factual errors, the worst of which perhaps was when she answered a question about why Roman numerals are called "numerals" but Arabic numbers are not. Her answer was that "They just were not called Arabic numerals" (which they certainly are)., "just as a dress is not called a shirt!"

While I hold that this woman's incompetence, lack of teaching ability, and lack of any psychological sensitivity to children are undesirable, one would probably be mistaken to assume that her class does not learn. I am sure they learn, but not in school. Since this teacher cannot supply a positive incentive to learning, at least she does not supply too terribly a negative one. The general classroom atmosphere is at least comfortable and pleasant and most of the students are happy in it, so that for most academic subjects are not associated with emotional pain, anxiety and displeasure. Since the bulk of these children are from markedly upward-striving lower-class and lower middle-class Negro families who highly value education, it is likely that this neutral atmosphere and the considerable amount of assigned homework makes it possible for the parents to teach at home what really should be taught in school. To the extent this is so, Miss X seems to be doing less harm with this class than would be the case if she had a class where the parents did not help out at home and did not encourage learning as such. In summary then, about the kindest thing I can say is that Miss X appears to be comparatively harmless, largely because she is so disinterested. Were she more interested in her work, it is likely she would be more damaging.

Charles R. Belinky
Clinical Assistant

Teacher's
Case No. 12 - 1
Psychological Report

Integrative Report - 8/61:

This woman is 21½ years old, and has just completed her first year of teaching. An only child, she lives with her parents and maiden aunt. Her parents are seen as over-demanding, in both their protectiveness and criticalness of her. She makes an attractive appearance; she is well groomed, with a refreshing spontaneity and charm. Though she relates with ease and warmth, can show great sensitivity and awareness, and has the capacity to sustain a great number of friendships over long periods of time; she appears to defend her easy accessibility and sensitivity, her tendency to overinvolvement, through regression (giddiness), or setting up a false superiority. The ambivalence in establishing a relationship has been easily sensed by the examiners, and appears to reflect her relationship with her parents. It may be understood in the dynamics of dependency as an only child, with the overdependency and accompanying hostility towards the parents; the relative loneliness and isolation and desire for contact, yet knowledge and fear of the pain of closeness. There appears to be a re-enactment of the oedipal situation in her constant attraction to unattainable males. There is sexual guilt and phobic tendencies. She rejects her own impulses and puts greater effort into obscuring her feelings. With children there is less ambivalent restraint in expression of her feelings, and the emotional overinvolvement is more obvious.

She verbalizes interest in law and psychology, but was not able to invest the effort for achievement in these areas. This too reflects the main conflict that she seems constantly faced with between relationships and professional accomplishment. She feels that marriage is the prime function in a female role. At the same time that her parents pressure her to get married, she senses their holding on to her and their dependency on her. Teaching appears to allow a compromise in that it offers social acceptance, and authority at not too high a price, and is a career that she can maintain after she is married. (So that she doesn't have to make the decision, but can combine both compelling forces within her). Her eagerness to please can probably over-ride the resentments she also experiences with authority figures, and make for relatively smooth functioning.

Doris Wol[illegible],
ASSISTANT PSYCHOLOGIST

OBSERVATION
CALL NO. 32
Sam Duker
3/7/61

This is a slow learning class of largely Puerto Rican children who speak very softly and with little confidence in themselves.

Room arrangement

Large, spacious room with movable furniture. Teacher's desk at left front of the room. There is a large number of books available. Teacher is a young B. C. graduate in her first year of teaching. A good deal of material is displayed around the room. Much of it deals with the various States of the Union as that appears to be the present social studies unit. Some teacher made posters appear. e.g.

Stars

a star is a sun
the sun is a star
the sun and the stars
both shine by making
their own light

7 Rules for Spelling

1. See the word
2. Hear the word
3. Say the word
4. Study the word
5. Think the word
6. Write the word
7. Check the word

There is a chart with various colored stars next to the children's names, entitled "I was good today." Children's work that is exhibited shows emphasis on art work. On one bulletin board headed "What's New in the News" there are a number of newspaper pictures of Kennedy's inauguration.

Phonics

Lesson is on short and long vowels. I have prepared a rexographed sheet showing words with long and short vowels. Emphasis is on rules about when long and short vowels are found. Children may or may not understand these rules but it is evident that they do not know the long and short sounds of the vowels. T. fails to see this and becomes more and more querulous while she keeps on trying to have the children apply the "rules" to the words on her rexographed list.

The surprise

T. now brings forth a beautifully wrapped box the size of a breadbox and tries to elicit from the children words that describe. She tells the class to imagine that T. is blind and to tell her what the box looks like. T. tries very hard but it doesn't tell because almost none of the children understand what is wanted and few of the rest are vocal enough to comply. It is like pulling teeth with a pair of tweezers. Now the children are put to guessing what is in the box. Something for the class they are told. All the guesses are food and some use of language really results. Alas, the surprise is a turtle, who would, no doubt, have been very welcome if all the thoughts of various kinds of cookies, cakes, and apples had not come alive. Little time is spent by T. showing the turtle and even less by the children in looking at it.

Writing

T. no asks the children to write a description of something they "picture." Few children grasp the meaning of the word "picture" used as a verb. T. insists that they not use their spellers to look up words or that they not ask her how to spell words. Children are baffled by the idea that misspelled words won't matter. Several keep right on using their spellers after T. has made an issue of it. Now some of the descriptions are read by the children. T. does not step in to help when pupils are embarrassed by not being able to say a word. She tends towards an impatient drawn out, plaintive "I can't heeeeeeeer you."

Fable reading

T. reads three fables. None of them appear to have much meaning to the children. The T. really tries but the moral of the story of the hare and the tortoise which the teacher says is "steadiness counts" is not very clear to the children who don't have the vaguest idea of the meaning of the word "steady". The Dog in the Manger is equally devoid of meaning in view of the T's explanation that a manger is a small cradle. The third fable deals with a brood (pronounced with a long O by the T) of larks. Here at last is a word that the children know. A Studebaker!!! T merely says "no" rather disgustedly. This half hour has been completely out of their world as far as the pupils have been concerned. The sad thing is that the teacher does care and does try but is totally unaware of how little gets across to the youngsters.

OBSERVATION
CASE NO. 32 - 3

Arithmetic

In a 62 minute lesson on problems involving dozens that had been rexographed by the T. it can be said without exaggeration that the lesson started with 3 or 4 children understanding the concept of "dozen" and ended with none of them knowing it. T. just kept working away at it but was totally ineffective. There was no malice on either side but a complete lack of communication. The children simply do not understand what is wanted of them by the T. and T. has no concept or notion of the degree of difficulty of the problems she presents and the words she uses.

Art

This lesson is based on "what do you want to be when you grow up?" Now make a picture of that without crayons by cutting out and pasting colored paper. T. shows a partially completed model she has made. This lesson is mo.re successful than the others but the pictures the children make are largely modelled on the one the teacher showed.

Case No. 32 - Dale Mendell - March 1961

In this non-English speaking classroom, there is an obvious lack of communication between teacher and pupils. The teacher is a pleasant, hard-working, genuinely interested person, but although she tries to understand and please her pupils, she shows little sensitivity to their needs. In teaching a specific lesson she will often bring with an imaginative and creative approach, but will undo the interest she has created in the children by explanations which reach only a handful of pupils, by delaying responses until they have lost any real meaning, by insisting on route answers and by doggedly going over the same topic in the same manner in the hope that repetition will be effective.

A prime example of her misunderstanding of her pupils occurred when she brought in a large, decorrated box which contained a surprise for the class. She used the box for lessons in descriptive terminology and creative writing, asking the children what they imagined was in the box. Every child imagined, spoke and wrote about some kind of food, and eagerly wondered what kind of snack the box contained. After almost an hour of anticipation, the teacher opened the box, disclosing a turtle. The class sat back silent and disappointed.

However, this lack of communication is disappointing to the teacher too. The lack of pupil-teacher interaction, and the teacher's continued attempt to conquer it by reiteration of explanations which were not understood in the first place leaves her fatigued by early afternoon. Her fatigue makes her cross and annoyed; she attempts to hide her exasperation and remain her usual patient self, but she occasionally snaps at a child who has not understood her. The more tired she is, the more the teacher insists upon route answers to questions. For example, she dictates how the children are to do their art work and what materials they are to use. If they are going to do this work, they must do it in the fashion she has chosen. However, if a child doesn't want to work at all he can be excused from a non-academic activity.

The teacher is generally unable to change her method of teaching in response to the children's direction of interest or the class' level of understanding. The children do not usually take initiative in bringing up a subject, but when they do, the teacher pleasantly cuts them off. Individual children's failure to understand a topic is often concealed by the teacher's allowing the class to answer questions in unison; thus the children who don't comprehend can parrot the correct answer and tend not to be isolated and have their misunderstanding corrected. In addition, the teacher gives a minimum of individual attention to each child's work. However, when a child is found to be in difficulty he is helped to the best of the teacher's ability.

The class is quite lethargic. They follow instructions, but in a slow, bored manner. They require little discipline, and respond slowly but obediently to directions. They give the impression of children who have little hope that any new topic will prove interesting. During a lesson, some of the children will respond listlessly, while others gaze into space. Although the teacher uses praise often, the children seem neither proud nor happy to receive it. Individual children are often bewildered by a lesson, but never voluntarily say that they do not understand Instead they try to avoid being found out and exposed to the teacher's endless, baffling explanations, whose language and concepts are so difficult for them. Individuals "help" each other by supplying correct answers. Given the opportunity, the children chat quietly among themselves; they enjoy each opportunity for socializing and are very glad of an opportunity to move about. When a child is in charge of distributing material, he wholeheartedly argues with other children about the materials, but the argument is enjoyed and the children generally end by capitulating and distributing the desired materials. There is no interaction in the group as a class, merely the friendly socializing of children of similar age and background.

Teachers
Case #32 -
Psychological Report

INTEGRATED SUMMARY - August 1961:

This is an attractive girl with bleached blond hair, whose marred complexion does not detract focus from her buxom figure which she plays up in her manner of dressing. This has been her first year of teaching. She lives with her parents and seventeen year old brother. She gave an idealised version of her relationships at home; intimate with her mother, seeking advice and sexual information from her father, sympathetic towards her brother's maturation. There is a neurotic over-attachment to her parents which does not allow her to plan to live independently, and manifests itself in great uneasiness when she is any distance from home. At college a depression which she experienced there was relieved as she was in the final stages of her trip home.

She also has a tendency to think of herself in an idealised and unrealistic way, describing herself as serious, intellectual, frank, popular, a leader, etc., and tends to adapt a superior and critical attitude, towards others. The only problem she recognises or admits to is depression. Her self-aggrandisement appears to be a defense against feelings of herself as never really belonging, but rather functioning as an outsider looking on. There is an emotional estrangement from people, and therefore she has difficulty seeing people realistically, but rather tends to generalise in stereotypes. Hysterical symptoms, including phobias, preoccupation with female organs, are a prominent part of her personality. While she appears to have good impulse control, and reality testing, when faced with strong feelings she resorts to denial and reaction formation to avoid awareness of them, and thus distorts reality at such times. She has a general tendency to avoid any strong emotional stimuli, and to show little affect.

While she aggrandises her "love" of children and her virtues as a teacher, in reality, teaching appears to offer status without too much effort. Her emotional flatness, her tendency to cut herself off from awareness of strong emotional stimuli, to idealise and stereotype people and maintain a certain isolation and apartness would work against her having any real feeling or empathy for children. Her lack of creativity or imagination, and her inability to actively organise material but rather to passively accept her banal and spontaneous productions, would indicate that she does not have the capacity to create very meaningful intellectual or emotional experiences in the classroom.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

Observation - Duker - 3/27/61 - Case No. 37

This is a slow learning class of Negro children some of whom give signs of neglect and of more than a slight degree of emotional disturbance.
In general the children are neat. It is assembly day and boys have white shirts on while girls wear white blouses. A few of the boys have missed their pants loops with their belts. Two of the children do not have on white shirts. More of this later.

Room arrangement

A large airy room with movable furniture. T's desk is on the left front of the room and T spends most of her time there. Windows are painted with Easter motif. Looks like T's work. One bulletin board is headed "Our Best Work." Most of the other bulletin boards contain printed material of varying degrees of appropriateness. The board devoted to current events has newspaper pictures about the Presidential campaign. There is only a limited number of books in sight and they do not give the appearance of being used much.

Dancing

The class is going to take part in a May 1 dance festival at one of the high schools. The children are marched to the basement to practise. A raucous phonograph record is used while the children learn a "cowboy shodish". T is in charge and is assisted by a young male T. There is nothing relaxed or pleasurable about this entire experience and it is best described by saying that the children submit passively.

Arithmetic homework

Children put homework examples on the board. Those who make errors are spoken to sarcastically and made to feel quite deficient. After all the problems have been corrected on the board, T tells children to grade their own papers allowing ten points for each correct example. She then calls the roll and enters marks in a gradebook (the gradebook is constantly being used by T and has the status of a constant threat.) One child who has a grade of 10 is publicly reprimanded. Another who reports a grade of 100 is given a zero without being heard when he is accused of cheating by a fellow pupil. Another child who reports a zero is told to do these examples over along with the next day's homework.

Observation - Duker - 3/29/61 - Case No. 37-2

Arithmetic

Lesson deals with perimeters and areas. Children come to do examples on the board. If they get them wrong they are reprimanded but if they get them right, there is no commendation of any kind.

The actual instruction is very bad.
There is no explanation given when a wrong answer is given but T keeps on calling on pupils until one finally gives a right answer and that is the end of it.

Reading

There are two groups.
Reading passage for group T is working with involves animals. Children are making a chart showing characteristics, enemies, food, etc. It is obvious that T knows nothing about the animals covered in this day's lesson other than the information given in the reading lesson. Children know much more but anything that is not covered in the reader is summarily rejected by the T.

Afternoon

T returns to room in the afternoon in what can only be described as a vile temper. She is simply furious about something and the children become the target of her anger on the slightest provocation. Absolute quiet is insisted on.

T announces a "party" on afternoon of the last day of school prior to Easter vacation and assigns things to be brought in. Every child must bring in one and only one egg for coloring. Four and only four children may bring in popcorn etc. No suggestions from children are accepted even though they are invited. Child: "Something to drink." T: "No drinks." Child: "Cake." T: "No cake." These are the exact words used by the T. T says that she will bring ice cream but when this seems to be received with great pleasure she adds "maybe." T announces that they will have phonograph records but she doesn't want any howling or screeching. After some discussion by children of kinds of records they can bring in and would like to have, T says she will bring the records herself "since I don't care for yours."

Spelling

Next an oral spelling match (the kind where the children who miss a word and presumably need practise, sit down and do nothing further). This is soon abandoned because children

Observation - Duker - 3/28/61 - Case No. 37-3

are not standing up straight and because of T's irritation at their missing words.

Arithmetic

One gets the feeling that arithmetic drill is now resorted to as a sort of punishment although this is not explicitly stated. Children come to board to do examples involving 6 X -- . When children miss, T (in a tone no doubt used by Captain Bligh in sentencing men to be lashed) snarls, "20 tables of 6 for homework." The sentences passed out are not uniform.

School assembly ends the day.

General observations

T shows a lack of sympathy with problems of individual children and is inclined to use many measures which will tend to humiliate a child. Her treatment of the boy and girl without white shirt and blouse can only be described as brutal.

All afternoon a boy has to stand behind the open classroom door, presumably for some misdemeanor committed during the noon hour.

Case No. 37 - Dale Mandell - March 1961

The teacher is a rather dry, authoritative person who handles her class in a rigid, controlling fashion. The nature of her teaching emphasizes drill and a pattern of staying within the framework of a carefully arranged plan. She appears determined not to become involved in anything that will deviate from her pre-planned, well-organized program. Initiative on the part of students is ignored (e.g., a boy who had solved an advanced arithmetic problem the teacher had inadvertently given the class was told, "not now, later" when he tried to present his solution; he was not referred to again); children must keep exact pace with the group in silent work; deviations from expected behavior are not tolerated (e.g., the teacher emphasized that the children were to bring "only one egg - no more" to school for Easter egg decorating). Children are called upon only to respond to specific questions; their answers must be precisely correct or they are not accepted; after calling on a child the teacher sits quitely and does not encourage or give hints to children who are unsure of an answer; praise is only given for correct responses, never for honest attempts ending in failure.

The teacher is intellectually provocative in a rather hostile manner - her humor is sarcastic (e.g., "What do you think that number's going to do if you ignore it? Vanish?"); she had the children correct their own papers, entering their marks in a permanent record and penalizing those with low marks, thus tempting the children to cheat - when one child tattled on another for altering his mark in an upward direction, the culprit was given a zero for dishonesty. The teacher's attitude is often one of annoyance, irritability or boredom.

When particularly annoyed, the teacher will snap commands ("Sit up, clear your desks, fold your hands") to which the children respondby temporarily withdrawing into themselves and becoming dull and resigned. The children obey the teacher's commands for quiet quickly, but soon lapse into restless movements, whispering and pencil-clattering while an individual classmate is reciting. There is an unusual degree of tattling in this class; children also "cooperate" by supplying each other with answers to the teacher's questions. When the teacher asks a child to perform a task the child cannot do, an anxious, excited and empathic manner arises in the class. Although the students are restless and bored, they are not at all as quiet and repressed as might be expected from the rigid, punitive atmosphere. The basis for their relative freedom may be found in a subtle atmosphere of teasing and competitiveness between class and teacher (e.g., the teacher said, "You can't talk" at which one child called out, "I can't?", and was met with "No, you can't" from the teacher), and in the personal attitude of the teacher's punitiveness (she will always say, "I don't like you to say that"). The rivalrous atmosphere keep the children somewhat restless and excited.

The teacher insists upon quiet and conformity; children must sit straight and keep their hands folded. She disciplines by isolation, sending children who occasionally misbehave to stand behind the door. Two inattentive, distractable children were seated side by side in the back of the room. The teacher refuses to become involved with individual children on a personal level, and their occasional demands for individual attention are dismissed as quickly as possible.

Teacher's
Case No. 37- 1

INTEGRATED REPORT - 7/61:

She is a tall, slim, stern-looking girl with a neat, efficient appearance. She is 23 years old and living with her parents and 19 year old brother. She teaches 5th grade and is working toward her Master's degree. The family pattern has been one of a domineering mother, passive father, and a brother perceived as wild and irresponsible. The effect on her personality has been to make her unconsciously resentful toward the sources of authority and to bind this hostility into a tight, overcontrolled character structure. She then becomes envious of those who are less inhibited than she--people such as her brother. In her romantic life, she bears a hostility toward ex and potential suitors, based on the same dynamics and reinforced by the pattern of her sibling rivalry.

On an overt level, she has always been able to maintain the appearance of reasonably unconflicted relationships, popularity, friendships, etc. Her apparent good adjustment is, however, a well constructed facade to hide a secret introspective life of inhibited resentment. Some of this hostility leaks through as a form of contemptuous superiority and biting criticalness that she is often capable of. Some of her hostility is turned inward in the form of a kind of insecurity and unsureness about her abilities. Her rationalistic, highly logical and organized way of talking is maintained at the expense of repressing a need to speak rashly and frankly about whatever comes into her mind. One of her greatest gratifications in teaching is the vicarious enjoyment she gets from her unconscious identification with lower class Puerto Rican and Negro children who speak in just this way. She is, however, overly strict with her children and cannot relax or act spontaneously in her relationship with them. She is extremely conscientious and tends to over-prepare her lessons so that the classroom lacks the advantages which her "here and now" expressivity could potentially give to it. Because of the history of unresolved authority conflict with her mother, this pattern continues in her relationship to her present superiors. She fears to express problems to authorities and may pretend that all is well while allowing conflict situations with superiors to fester.

James H. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

Teacher's
Case No. 37-2

ADDITIONAL REMARKS - August 1961:

She has removed herself from intimate associations. She acts superior and contemptuous of others. She has enforced self-control, and there is a resulting lack of enthusiasm and spontaneity. She appears as a strict, rigid, tense woman.

She shows masculine competitive trends and reacts to men in a hostile-seductive manner.

Teaching represented an easy escape from a former steno job, and she accepted this level of teaching because it required less sustained effort. She has difficulty in relating to children: she is not friendly or security-giving. She also has trouble with supervisors.

Doris Wolin
ASSISTANT PSYCHOLOGIST

TEACHERS CLASSIFIED AS "OVERSHOT A"
ON THE BASIS OF THE MANIFOLD INTEREST SCHEDULE

Case No. 3

Observation -- S. Duker

1. The classroom is neat and somewhat attractive.

Desks are of the fixed type and are old. The slant on them is extreme so that books are continually sliding off and falling on the floor. As a result, books are kept on seats next to and under the children which causes still more dropping of books as children wriggle.
Santa Claus is still on the wall as are numerous posters dealing with fractions, an exhibit on colonial times and a chart on the lever. There is an easel with a set of rules for its use (it was not used during the day of observation). One of the rules is to the effect that children check their names off on a chart attached to the wall after they use the easel. Only three checks appear on a chart which obviously has not been hung up recently.
The day's program does not appear on the board or elsewhere. Extensive use is made of the chalkboard.
The desk is at the side of the room but the teacher constantly circulates around the room and is seldom at her desk. She did not seat herself at her desk during the day of observation.
The pupil population is made up of 19 boys and 8 girls, predominantly Negro. There are a few Puerto Rican children.
The room was cold all day. The furnace had been off during the weekend and this room is so located that it gets heat only after most of the other rooms have been heated.

2. Teacher-pupil relationship

There is a complete lack of warmth. Some children are occasionally praised--most of them are not. All children are reprimanded from time to time but a few are constantly being called to time even when their conduct appears to be not much different from that of the others.

There is some effort to take the positive approach by praising children who are complying with teacher's requests. For example the frequent command to "sit up straight with folded hands" but this is almost always coupled with negative remarks about those who are not complying.
Bad or even moderately bad conduct is penalized by what may legitimately be called ferocious looks. Very harsh and almost vindictive yelling is also resorted to.

PRECEDING PAGE BLANK-NOT FILMED

3. Teaching of subject matter

She - does a very effective job in teaching any particular topic. She works with individuals and the group and tends to stay with a topic until it is learned by all. Apparently this is not just a matter of rote learning for the children give evidence of really understanding.

Mathematics. The work involved reducing fractions to lower terms and raising them to higher terms. Aside from the fact that she was constantly using terms like "making fractions larger or smaller" and talked about "timesing the numbers", she stays with it using seat work and the chalkboard until all the children are able to do the required task. Wrong answers tend to be ridiculed. Nothing is done toward giving children who already understand the concept more advanced work. The aim obviously is to bring everybody up to one standard.

Spelling is a hard and almost sadistic experience. Children correct each others paper and she continually directs the marking wrong of any words where there is any doubt but practice is provided and I don't doubt for a minute that at the end of the week each child can spell all the words.

Reading The children who are not up to grade in reading and who have I.Q. tests scores below the average, do well on their answers to the questions based on their days reading which have been put on the blackboard. There is much emphasis on the workbook approach. Here also ridicule is employed when wrong answers are given. Everyone is given ample time to finish the task and those who are done are told to sit up straight and fold their hands although this edict is only enforced in a very half-hearted way.

Science The lever is being studied. One boy brings an elaborate model with labels which he is allowed to demonstrate but for which he gets not a word of praise. The concept of fulcrum, force and work are drilled until I would judge all the children have the concept.

Social Studies. The causes of the Revolution and the Declaration of Independence are being studied. All the children know that the latter was adopted at the SECOND Continental Congress and can list "causes" of the revolution. The answer to a Negro boy's question, "How come they said all men were created equal when they had slaves?" is left to the other children who finally decide after some prompting by her (although she advances no opinion herself) that this is because slaves were regarded as animals or property rather than as men. A rexographed test about the Declaration of Independence is passed around at the end of the lesson. It appears that the children would do well on such a test as they have obviously been well drilled on these facts for some time. The impression must not be gathered that these children know only facts because they obviously have an understanding as well.

*****

Groups are used in both reading and spelling and children move to their new seats in commands "Stand" "face" and "Pass".

Transitions between lessons are handled badly because of the fact that everything waits for the last to finish. No individual work is ever given the ones who finish first.

A "Take over drill" was held. Reasons for this drill were given by other children when the question was raised.

Case No. 3

Observation -- Nass

The teacher is a neatly dressed, serious young woman who has a methodical, rather rigid approach to her job and to the children in her class. She is one who is concerned with rules, regulations and routines in the class and leads with an iron hand. Her approach to the children is cold, methodical and lacking in any warmth or feeling. The impression which one gets from her class and from her approach to teaching is that of an efficiently operating machine. Everybody "sits up tall" according to her dictates and folds hands on the desk.

She controls her class through fear. She uses cutting phrases and a good deal of sarcasm to keep things in check. Her looks frequently are enough to restore order to the class.
Thus, she will make a sour face when somebody asks a "stupid" question. She uses her face a good deal, twisting it or contorting it to express her feelings. She only smiled on one or two occasions during the day. With respect to the sarcasm, she will say if a child calls out spontaneously after she has asked another child to recite, "Oh, I see that you have changed your name." To a child who is addressing the class, "Louder. You're talking to yourself." Her approach to the children is basically rather destructive. She is quick to criticize but gives no positive support. She is extremely sparing in her use of praise and only said "good" to one of five children who succeeded with arithmetic example at the board. If a child misses something she seems to be disturbed, makes a face as though this were a personal insult.

Activity changes in the class are abrupt and commands are given with military precision. She says, "Get ready to change for spelling...Stand! Face! Change!" She gives the order to the class to "Relax!" in the same tone.

She circulates around the room and gives children a good deal or individual attention. There is a good deal of class participation in the discussions, but one does not get any kind of group feeling in the classroom. The children, at least on this day, worked completely independently of each other, except for marking each other's spelling papers during the day. They worked with sustained attention most of the day. If a child deviated, he was sharply cut down. In one instance during the spelling lesson one boy who had asked for a good deal of help and was given it, came up to the teacher with another question.. She sent him back to his seat with a loud ERIC" and he burst into tears. She did go over to speak with him immediately thereafter and he quieted down.

On one or two occasions the entire class was disord. ly and she used the approach of singling out one child, not necessarily the most disorderly one and reprimanded him severely.

Throughout the day, she kept the classroom running smoothly. She allowed little if any discussion. She gave children no support or encouragement in any of their work. Only in one instance did she deviate from the straight and narrow when she asked a child to act out an incident in a story which part of the class had read.

The afternoon science lesson had more class participation. There was a discussion of levers and two of the class demonstrated to the group the operation of levers which they had made or brought in. She sat in the back of the room and offered isolated comments but did very little to participate. In the social studies lesson, she dismissed some of the children's comments because they did not use the exact word which she had in mind.

In general, while the class covered a good deal of ground with respect to curriculum, there was an obvious absence of enjoyment or spontaneity. The classroom was strongly teacher/directed. Interaction among the children was minimal and then largely through horseplay. The teacher seemed more concerned with operating on schedule and within a rather narrow framework than she was with what was actually happening in the classroom.

Teachers
Case #3 - 1
Psychological Report

INTEGRATED REPORT - 7/61:

This is a 23 year old, single girl, now teaching the 5th grade. She is the youngest of four siblings. Her two older sisters are married and her shy, conservative 30 year old brother remains single like herself. She continues to live with her parents despite a great deal of conflict with them. While she is generally sullenly resentful against her father's stubborn and authoritarian behavior, she rebels openly against her mother's sticky, effusive, and "hovering" manner. Consequently in her current relationships with adult females, she maintains an arrogant, competitive, almost masculine hostility. Toward men she seems so eager to please that she suppresses her hostility and attempts to compromise and conform to the overt necessities of the situation. With adults generally, she maintains a pseduo-sophisticated facade, trying to give the impression of being more worldly, assured and confident than she actually is. The result is that she communicates an impression of insecurity and often stimulates dislike in others. Unfortunately, she is distant from the sources of her own needs and acts largely on the basis of what the conventional standards require. This has inhibited her from achieving many of the things that she wants for herself or of even knowing what her own aspirations are.

In her work life, she has little sense of purpose or creative initiative, but rather pays unfelt lip service to the conventional values of education. She shows only superficial involvement in her work. She often finds it necessary to revert to arbitrary authority in the classroom because of her inability to see herself as the source of authority. She falls into a sort of rut and becomes intellectually stagnant even when the environment is relatively stimulating. While she is generally able to maintain the official requirements for her superiors, she must do so on the basis of anxiety motivation rather than creative motivation. She falls behind in her work and then, in a spurt of activity catches up. She likes to involve herself in compulsive tasks which reduce the necessity for maintaining ongoing interpersonal relationships.

She has had a rather limited romantic life. She expressed some bitterness over the failure of one summer romance and indicated that there were no other serious involvements. On dates she cannot become emotionally involved with her partner but spends the time going through the motions of behavior that she considers appropriate, secretly wishing that the evening would be over.

On the positive side, the examiners found that she is able to maintain a large number of friends and acquaintances, that she has not shown any symptomatology of a clinical nature, and that her problems have not grossly interfered with her working responsibilities.

James M. Sacks, Ph. D.
SENIOR CLINICAL PSYCHOLOGIST

Teachers
Case #3 - 2

ADDITIONAL REMARKS - August 1961:

She reacts to authority with overt and covert hostility. Her relationships to men are questionable, but she is able to function with them, whereas female relationships are much worse. The hostility and antagonism are defenses to block the interpersonal relationships. Her self-image is one of inadequacy and distortion as a female.

Generally she has made a poor adjustment, with arbitrary rather than constructive direction.

There is a superficiality of involvement on all levels: waiting impatiently for time to pass in testing, teaching, and dating.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

Case No. 14

Observation -- Sam Duker -- 2/28/61

This is a moderately slow learning class of all Negros and one white child.

Room arrangement

Movable furniture which is kept in fixed position throughout the day. The teacher's desk is at the left front of the room. The T sits at her desk most of the day and when not sitting usually stands behind it. Over the front chalkboard is a handwritten cursive alphabet which is not a particularly good model. Two of the windows are decorated--the rest are just dusty. Most of the room is neat but the play corner hidden from the rest of the room by a low barrier, is quite messy. The bulletin boards are neat but not particularly attractive. Two hand written charts are on the wall-they are not particularly neat. One chart is a called a "Goodmanners chart" and has the following content:

> We don't call out. We raise our hands
> We have patience. We don't raise our hands when someone has been called on.
> We are quiet when our teacher is busy.
> We are quiet when someone is talking to us.
> We understand differences. We do not make fun of them

A very large child is sitting in a chair and desk much too small for him.

Spelling

There are two groups. The spelling is given by command. "Group one, hands on heads" the word is then given. "Write" "Group Two hands on heads" "Write" Group one pencils down " Group one hands on heads" "Write" Group two pencils down" and so on for fifteen words. When the spelling lesson is completed, the children correct from a list put on the board. Children are instructed to write misspelled words twice and then to raise their hands-- be recognized and come to T's desk to have papers checked. Then go back to their desks--write the mispelled words five times and write a sentence using each of the spelling words. One child who had written his word three instead of two times is told to erase. After all this a public count of hands is made of the number misspelling each word. Despite the fact that T seems to be much concerned about cheating she seats the spelling groups together when they take their tests.

Discipline and routines

Shouting, threatening, and glaring are used by T.

The children refer to T as "the teacher". They never use her name. There is no sign of any warmth or human relationship.

Very occasionally, however, T will speak to a child at her desk in other than a completely cold, impersonal manner.

There is a regular traffic pattern that must be observed by all children in moving about the room. The center aisle may never be used so that often a child who wants to go only a few feet must walk all the way around the room.

Gum chewing is prohibited.

Snack time

Children are told that they may "whisper quietly" but they are not allowed to leave their seats.

When cookies are being sold, children point to the cookie they want and T takes it out of the box for them. All during the cookie sale T is eating cookies in hugh bitefuls.

Jr. Red Cross

T explains Red Cross drive. Children ask how much they should bring in. T says "any amount". When child asks if a penny is o.k., T says yes but makes it clear that this would not be very acceptable. The whole discussion of Jr. Red Cross is completely teacher=dominated.

Reading

Words are put on board and discussed in preparation for reading passage. When child adds an "ey" to rock he is told that "e" sound is always made by adding "y" not "ey".

Teacher hangs on to teachers manual for dear life and follows it line for line.

Children giving wrong answers are given short shrift and are not called on again even when they subsequently volunteer.

There are no reading groups despite of an obviously wide range of reading abilities.

On occasion when teacher is not behind her desk, she sits on a chair in the front of the room and crosses her legs in such a manner as to leave little of her anatomy to the imagination.

A number of the boys in this class are obviously aware of this.
The children are leaving the room to go to the toilet in a steady stream. As one returns another goes out.
Children are told to read one page and then "look up."
"What kind of a village is Brittainy?"
"Where else do they have thatched roofs on their houses?" (answer is England.)
Then another page. One child is sternly reprimanded for reading ahead. Finally she has children do exercises to "relax" while they are sitting down.

Mathematics

Problems are defined as "examples in words and are discussed. T gives example more appropriate to middle class group than to these children; an imaginary birthday party. In adding several items of less than $1 she objects to use of "dimes" insisting that second column is made of "tens".

Afternoon

The T's plan which was on the board all day calls for social studies and science but T gives children ten words to alphabetize. This takes quite a while.

Social studies

Discussion is of jungle homes. Children are shown some small pictures which T holds up in front of room. None except children in the first two rows can see them.

The children then left for a music lesson in the auditorium. They show no enthusiasm for it but are threatened with deprivation of this "treat" if they misbehave.

Case No. 14 - Dale Mendell - March 1961

This teacher's approach is scattered and inefficient. A good deal of time is spent in artificial regulations (e.g. the children must put their hands on their heads before each spelling word is given; the children have to use special aisles for walking to the back and the front of the room). The purpose of these regulations would seem to be the establishing of the teacher's control of the class, but the purpose is not accomplished, as the children for the most part obey these rules, but at other times are boisterous and inattentive.

In teaching subject matter, a diffuse, non-cohesive approach alternates with a rigid page-by-page presentation, the latter seemingly an attempt to control the teacher's basic disorganization. The class reacts to these methods by quickly becoming bored and restless. Individual members attempt to amuse themselves by humming, twisting their heads, etc.; others just wait for a chance to raise their hands in order to walk up to the board.

During the reading lesson, the teacher utilized a rigid approach, asking the children to read one page at a time (a process which had the faster readers idle while they waited for the slower ones), asking questions which required route answers, but never promoting discussion (e.g. at one point, she said, "Who ever heard of men fishing at night?" and, when some of the children raised their hands, cut them off by saying, "Well, I never did"). The teacher's difficulty in controlling the class without arbitrary rules was illustrated during the arithmetic lesson, when she asked for a problem dealing with food prices. As a child quoted a price for an item, other children yelled out other prices and a squabble ensued, which the teacher found it difficult to quell.

The teacher attempts to talk about interesting aspects of a lesson. She often presents material in a bright, dramatic, though imaginatively limited fashion Her manner is superficially pleasant; she often smiles at a child. However, an impersonality and annoyance lie close to the surface. The children feel this, and do not respond to her smile or to her frequent touching them on the shoulder and calling them "dear". She spends little time with individual children and treats them all in the same fashion. The only exception noted was the somewhat greater freedom allowed on rebellious, very restless child, and the differential treatment seemed expedient rather than planned.

The noisiness of the class and the clowning of certain pupils is ignored by the teacher until she can no longer be heard above the noise. She then uses a number of methods of quelling the disturbance -- she may shout at the class in general, look sternly at the individual causing the noise or perhaps quietly ask them whether they would like to stand in the front of the room. These methods prove immediately effective, but soon afterwards the class again becomes restless and inattentive.

The children have a number of times during the day when they can chat with each other. They tend to congregate in small groups and joke and clown. Among themselves, the girls appear quite friendly, but the boys are rivalrous and tease each other in a hostile manner.

INTEGRATED SUMMARY - August 1961:

This lady is a 21 year old married woman who has been teaching for two years. She is slightly overweight but healthy and robust in her appearance. The family history is one of intense conflict with a very dominating, hostile and overprotective mother, and a father perceived as supporting the mother's attitudes because of his weakness.

There is also a history of intense sibling rivalry with her brother, five years her junior. The direct competition with her brother did not stop until she met her husband five years ago.

Her mother's own feelings of intellectual inferiority caused her to push her daughter into intense intellectual effort. She was also permissive of her daughter's early dating and heterosexual relationships, but in all other areas she fought her daughter's developing independence. She succumbed to these pressures and became very guilt-ridden and dependent on her mother while at the same time violently rebellious. In spite of the violent open conflict that still characterizes her relationship with her parents, she was unable to leave her home until she obtained the help of her husband and the marriage. Her marriage has been extremely therapeutic for her since she has been able, to a larger degree than previously, to talk out her problems and develop greater confidence and emotional independence.

It is difficult for her to obtain insight into herself but can sometimes do so when she is helped by another person. Her usual manner of expressing her difficulties is by taking immediate recourse of acting out before the significance of what she is doing becomes really conscious. Since the sexual sphere was one of the few areas of independence which she felt free in, she has become involved in a considerable amount of sexual acting out since her marriage, leading to guilt feelings, some conflict in the marriage, and spoiling the marriage for the therapeutic function it has performed.

She is not capable of taking much interest in the needs of other people but, because of her deep oral deprivation, she tends to be a relatively narcissistic and emotionally selfish person.

Teaching was not her first choice of profession but she allowed herself to follow it because of her mother's pressure. Typical of her pattern, she first succumbs and then rebels against pressure from authority.

As a result of this situation, she did not enjoy her work for the first year, felt uncertain about her goals since she was not really working for her own goals but those of her mother, and noticed that she was unable to have much feeling for the needs of the children. In her second year she reports that she improved considerably in her attitude toward her work probably due to the fact that she was no longer so closely involved with her mother and due to the therapeutic influence of her marriage.

Such a rebellious person often has difficulty in relationship to authorities. It is also quite likely that her rivalrous relationship with her brother which lasted for so many years set a pattern for competitive relationships with her peers at work. On the positive side, she obviously has a capacity for high achievement and a powerful intellect which, when interpersonal attitudes do not interfere, cannot fail but to be helpful to a teacher.

James M. Sacks, Ph.D.
SENIOR CLINICAL PSYCHOLOGIST

ADDITIONAL REMARKS:

She relates to male authority figures in a childishly seductive fashion, and tends to see females as rejecting, abusive, judgmental and scornful. This might make for difficulties in school where peers and supervisors tend to be female. Frustration tolerance and impulse control are weak, along with shallow affect and narcissistic uninvolvement. Her ability to relate to children would be very poor and the gratifications derived from teaching appear to be in its practicality and higher level status in her parents' set of values. There does not seem to be any intrinsic values that teaching offers her. Her competitiveness with men may well be seeking expression in her sexual activities and undoubtedly is a dominant aspect of her relationship with her husband--with whom she appears to be "matching swords."

Doris Wolin,
ASSISTANT PSYCHOLOGIST

OBSERVATION
CASE NO. 30
DUKER
3/14/61

This class is on short session from noon to 4 P.M. and shares a classroom with an early session class. All except three of the youngsters are Negro. They are neatly dressed. Room arrangement is described in observation notes on #31.

Opening exercises

The roll is called; after which clothing is hung in the wardrobe row by row. During this time T collects money for Weekly Reader and GO. After over half of the children have hung up their coats, T reminds them not to leave their Book Fair money in their coats, as they will soon be going to Book Fair. No provision is made for those who have already hung up their coats to get their money.

News of the Day

A stereotyped "news of the day" is put on the board by the teacher. It includes "We will make lima bean plants today." Children read the news fluently.

Reading

There are two groups. T teaches 8 of them reading while others copy the news in their notebooks and then do arithmetic problems found on rexographed sheet which has been prepared by the teacher. T manages to be fully aware of what is going on in entire room while she is working with her group.
Story is read and then reread--pictures are looked at in a very business-like cold way. "What is Mother saying," T asks. "Mother said Look Look," the child answers.
After this yesterday's story is reread. Any child losing her place loses her turn to read.
After the reading T places new words on the board and tells small group to study them and reread story again to themselves.
T then walks around the room. This is done in a very threatening manner and one child (for some offense which I did not see) really gets a through going reprimand.
Reading is now conducted with the second group. Here again T keeps manual close at hand but does not appear to follow it slavishly.

Announcements and monitors

When an announcement comes over the loudspeaker asking about a lost purse, T ignores it and makes no comment to the class about it. When monitors come in they are treated coldly and in one instance instead of handing paper back to the child, T tosses it on table for the monitor to pick up.

Arithmetic

All children now have the rexographed sheets with arithmetic examples to do. "Who is about through?" Some hands. "Hurry up!" Many of the children find the rexographed material too difficult and are unable to follow the answers and explanations but nothing is done to clarify the situation. T seldom notices when a child raises his hand to ask a question.

Book Fair and gymnasium

First the class was marched up to the Book Fair where they were allowed to look around and buy paperbacks (all marked "do not touch") T makes no effort to help children in deciding on their purchases. Then children are marched via the toilets to the basement for rhythmic games. All this marching is accompanied by constant threats of various reprisals if order is not maintained.
The T's obvious partiality is especially displayed during the rhythms,. There are three white boys in the class. One is reasonably bright and is given preferences by the T. The other two are quite dull and they are constantly being "picked on" by T.
The gym play is not particularly happy and reflects the general attitude of an angry teacher, a submissive class, and a depressing atmosphere of submission--to circumstances on the part of T and to T on the part of the children.

Music

On returning to class T plays two records that one child had brought at the Book Fair. This was done by T and the child who had bought the records is left out except at the end when T asks if she is going to play the records at home. T neither expects nor waits for an answer.

Science

Milk containers have been wrapped in colored paper. They are now loaded with dirt. Seeds are distributed and much is made of the fact that seeds must be planted right side up if they are to grow. After the beans have been watered and placed on the window sill, T announces that the class has been playing for a long time, the Book Fair visit, gym, and planting of the beans so must now go back to work.

OBSERVATION
CASE NO. 30 - 3

Weekly Reader

Weekly Reader is distributed and practise on rhyming words is carried on. A story about airports is read. During this process a friendly teacher arrives to pick up those children who attend the A.D.N.S. As these children are getting ready, T threatens them with not being allowed to go if they don't quiet down.

Arts and crafts

Children are now directed in the making of kites. One child is far ahead of the directions. T is simply furious at him.

Postlude

I left a few minutes before 4 and passed the room as I walked down the street. One can look into this basement room very easily. T was sitting at her desk and children were wildly dashing to and fro.

Case No. 30 - Dale Mandell - March 1961

The teacher is a quiet-voice, tense young woman who seems to be constantly controlling annoyance and anger. Although she generally speaks very softly and rapidly, her anger with children who do not conform, are not attentive or misunderstand directions is evident in her punitive manner of interregation (e.g., "What are you doing? Why aren't you doing work?") and an occasional outraged shriek. The teacher seems devoid of real enthusiasm or joy; she mechanizes playful activities such as recess and kite-making; her intent enthusiasm during lessons appears forced.

In this atmosphere the children's dominant mood is one of resignation. They are by turn passive, obedient and fearful or become restless, talk among themselves and bicker. Whenever possible, they will coach each other by supplying answers or by showing each other their papers. On the other hand, children often tattle on each other to the teacher, who accepts their story at face value and scolds the culprit.

During an actual lesson, the teacher is well-organized and efficient. She works effectively with two groups, although the lessons tend to be long and the children, especially the group which is doing silent work, becomes restless. The teacher presents lessons with a forced enthusiasm; she presents them dramatically, but allows the children only short, route answers to specific questions. She obviously has definite ideas as to what the answers should be, and tries intently, quickly and impatiently to induce a child to give this answer. The children's reaction to this attempt to control them is generally evasive, with an occasional child trying hard to guess the correct answer. The teacher rarely stops the class to explain an idea to a child who has given an incorrect answer, but is more likely to call on other children until she has the right answer, and then have the class as a whole repeat it. She uses repetition rather effectively as a learning device.

There is little opportunity for a child to go to the board or to be out of his seat. The teacher moves about the classroom as the children work silently, stopping to correct children's work. She speaks to them softly, often trying to be gentle and helpful; however, her tone generally emerges as sarcastic rather than sweet. The children are evidently used to this manner; e.g. when she said "hello" to a child in a friendly tone, he gave her a very startled look.

At times the teacher ignores the constant undercurrent in the classroom and allows it to rise to a roar; at other time she will discipline the children severely, with a stern look, by calling a name sharply or by immediately changing seats. She isolates chronic misbehavors, and ignores them even when they are passing notes and whispering among themselves.

There is a lack of communication between teacher and pupils. The teacher istens to the pupils only superficially unless they are answering a direct question hildren who raise their hands between questions or who walk over to the teacher re completely ignored; they finally give up and go about their business, whether t is going to the bathroom or getting a sheet of paper. The children, for the ost part, pay only partial attention to the teacher. Her questions elicit few oluntary replies; there is little or no spontaneity in class behavior; children ind their greatest source of pleasure in a surreptitious (or occasionally sanc-ioned) social interchange, whether it be a friendly chat, a caustic interchange r a few quick punches, for children tease and fight whenever possible in this lass.

Observation - Duker - 3/20/61 - Case No. 36

This is an all Negro class of moderately slow learning children. A few are, however, very bright. The bright and participating students are all seated in the front of the room. It is a large room and the desks are well spaced which gives a pleasant general impression but since the children speak very softly, there is very little said except by T that is heard by all.

Room Arrangement

Movable furniture. Teachers desk is in the front of the room. T stands behind it a great deal. Bulletin boards are fairly neat, but displays are almost all of printed material, some of which does not appear to be particularly appropriate to level of children. One would guess that children have not spent very much time looking at these exhibits. Almost no children's work is exhibited. There is a table of clam shells which is not especially attractive. Some of the shells have been painted in solid colors. There are a few plants in the back of the room.

Arithmetic

Teachers shows flashcards. (multiplication) They are small and hard to see. Since the children are spread throughout the room this results in answers coming only from a few children in the very front of the room, who it subsequently develops are the brightest. One card (7 X 4) results in two successive wrong answers. After the right answer is given by a third child, T asks first child again. She doesn't know. "You have ears, don't you?" T says. There is no attempt whatsoever to explain the right answers. It is purely a matter of rote learning or even of NO learning.

A list of various words for measurement of time and length are next placed on board. They are discussed. Actual measurements of length are made in the room with a foot ruler and a yardstick. T does not pay very close attention to this and as a result a number of errors are made in the measuring and are not corrected.

Next change of feet to inches is discussed. "Why do we multiply by 12?" T asks. The correct answer is given by one child but no further explanation is given and the point is missed by most of the children.

Some children have little concept of measures of time. T does a fine job patiently explaining why it is $1\frac{1}{2}$ hours from 10 to 11:30.

Observation - Duker - 3/20/61 - Case No.36-2

Problems of time measurement take a big jump in difficulty and most of the children are left far behind. One child gives a correct answer but retreats when asked "Are you telling me or asking me?" T becomes somewhat impatient with wrong answers and resorts to sarcasm with statements like, "You had better learn your multiplication tables" and "Some people are always trying and some people just sit there." The latter statement certainly is not an exaggeration. When one of the non-participants (all of whom are seated in the back of the room) does volunteer, T either does not notice or else purposely ignores him.

T now places written problems on the board for children to do at their desks. These are considerably more complicated than the problems previously discussed. The very words are hard for the children to read. Some few children, however, manage to do the problems. Most just sit and struggle with little or no results. T asks why the rest of the class didn't get the answers but she doesn't walk around the room to see what difficulties the children are having. She asks how many got the right answer to the first problem. Only six. "Good for those that did," says the teacher in a tone that implies "Bad for those that didn't."

T appears dispirited and discouraged and as she finally makes one round about the room seems to be concerned only with seeing that all the children are working not with what they are accomplishing.

Physical activities

Announcement that the gym period will be outdoors is greeted with great glee by children. Children ask if they can play softball but T says that there are not enough of them. Outdoors boys play with a basketball and girls jump rope. T takes no part whatsoever and children are left entirely to their own devices. On the way to and from this activity children march in line halting at each flight of stairs, door etc. until she gives the command "forward." The trips are depressingly repressed. During gym period T tells me that it may be true that children come from deprived homes but that they always have money for candy. I gather that she rather resents this.

Spelling

T announces that she is very disappointed with marks of Friday's spelling test and that some children will have to do extra homework on spelling. (This is not further assigned on day of observation.) Spelling words are then dictated and afterwards placed on board for children to use in correcting their own papers. Children then copy all the words on the board into their notebooks. The roots, suffixes, and prefixes of these words are then discussed. Many children do not understand what lesson is about. T tends to be rather sarcastic in rejecting many wrong answers given.

Arithmetic homework

When the children return in the afternoon, arithmetic homework is placed on the board. The problems assigned are much more difficult than those discussed in the morning.

Reading

Individualized program is in effect although there is a very limited variety of books available in the room. T sits at her desk and has conferences with children who sit on a very small chair by her and read short passages to T from books they are reading. T makes very few comments and the conferences are over very quickly. Children appear to be quite absorbed in their reading.

After the conferences T calls on a youngster who has brought a book about the Civil War and asks him to tell the class about it. Boy says that he has just bought the book and therefore has hardly started it. T then undertakes to tell the class about the book, principally dwelling on the cover. This leads to an extraordinarily simplified discussion of the Civil War, after which T asks if there are any further questions about the Civil War. There being none, children are asked to close their eyes and imagine what it would be like if the South had won the war. The resulting discussion is neither successful or fruitful.

A filmstrip is next scheduled. Boy who was supposed to operate the projector is not very successful with it and I am asked to help. My mechanical aptitude is even lower so nothing happens until a boy from another room is summoned. T is remarkably patient about all this, perhaps because I was involved.

Teacher seems distressed by moving of chairs but does allow a limited amount of it so that children can see filmstrip. Filmstrip is about Western movement and seems to be interesting to the children.

When a child reads the word "where" as "were" and insists that he is right (both words were on the same line) T becomes very indignant and snaps at child and tells him he can leave if he wants to "I can read the word 'where'" she says.

Observation - Duker - 3/20/61 - Case No. 36-4

During the filmstrip, the principal comes in with some tickets for free swimming lessons during Spring vacation. Many children seem to want them. Principal asks teacher if she wants 2 or 4 tickets. T says she will take 2.

Case No. 36

Observation -- A. Levi -- 3/20/61

Teacher #36 is a depressed girl, who seems to be weighed down by private frustrations which she feels she is too inadequate or too passive to remedy. In consequence, the classroom, the teaching and the children are a distant, dreary chore. She doesn't like what she is doing, and it evidently has no bearing on the personal problems that preoccupy her. The underlying tone of her teaching is that this is a job to plod through, somehow; she knows it will never really get done, and she hardly cares. As a result, she intensifies the division that exists between teacher and pupils. There is a lack of identification between them and herself. She cannot give herself to their needs, and resents their implicit demands for patience, empathy and care. She doesn't like them: they are poor and ragged, not at all middleclass; they are dirty, noisy, and not bright. One of them even itched, and the teacher shuddered, said "Ugh!" and made the little pariah go sit by himself at the back of the room.

There was hardly any change in color or pace, in her teaching. As the day wore on, and the teacher grew more and more buried in her own futility and disappointments, the class increasingly lost contact with what was going on. The teacher's sense of weariness was contagious; the line of communication wore thin; daydreamers sprawled in their chairs and gazed out the window, unhindered. I doubt if anybody learned much.

When the disorganization reached audibility, the teacher lost her little patience altogether. She scolded, screamed, and instituted a power struggle. She demanded instant, sustained, perfect silence, and brought about a moral crisis, which she set up in terms of who was going to defeat whom. She lost.

In spite of so much that is negative and harmful in her attitude, teacher #36 does have a spark buried in her somewhere. With help (heightened esprit de corps? personal therapeutic insight and support? idealistic leadership on the part of the school administration?) and an infusion of meaningfulness and motivation into her work, she could do a much better job. All the negatives became truer as the day wore on, and were less true early in the morning and just after lunch. There was even one delightful moment in her teaching of history, when she tried to give the children perspective by asking them to imagine what the post-Civil War U.S. might have been like if the South had won the war. Unfortunately, this was only a tiny flare-up; but it suggested that teacher #36 has resources that are utterly unused.

Aurelia Levi

Teacher's
Case No. 36-6
Psychological Report

INTEGRATED SUMMARY - 6/27/61:

She is a 22 year old single girl, now teaching in the 5th grade. She lives with her 40 year old mother, her 65 year old father, recently incapacitated by a heart condition, and her 10 year old sister. During her childhood and adolescence, she considered herself ugly and was not popular both because of being unusually tall and overweight. She was always extremely dependent on her mother and maintains a pathological mother fixation to this day. When she began college, a 30 lb. ovarian cyst was removed which, she felt, radically improved her appearance and her potential for social acceptance. In spite of this her intense ambivalent relationship with her mother continues and merely stifles the possibility of any other relationship. She fears marriage because it might separate her from her mother and finds excuses to terminate whatever simple romantic relationships get started. Throughout high school she did not date and now dates only rarely.

She suffers from a number of phobic reactions of considerable intensity. She has a morbid fear of cancer, dogs, polio, insanity, the possibility of her mother's death, being left alone in old age, and the fear of personal death which strikes her as a guilt reaction during moments of enjoyment. She also suffers from excessive blushing and an associated fear of this reaction. These symptoms represent instances in which her generally repressed impulse life breaks through her brittle defensive system.

In nearly all her interpersonal relationships, she needs to maintain distance from others and control over her own reactions. For this reason she adopts a highly authoritarian philosophy of teaching and maintains a rigid control over the class. She is very frightened by anything that might threaten her complete control over the classroom situation. Her domination of the children is very much the same as her mother's domination of her. In relation to peers of authority, she often shows a defensive anticipatory hostility. She is flip and sarcastic with little provocation. Those people who are not effectively fended off by this attitude may become the objects of her hostile dependency, much as she bears towards her mother. Her defenses are obviously brittle and ineffective that she gives the impression of an unhappy and fearful girl despite her facade.

She is very much overconcerned with herself and particularly with her physical appearance. Her general attitude toward herself is quite negative and lacking in confidence although there are occasional spurts of compensating grandiosity. Her poor opinion of herself and her rejection of her own impulse life leaves her to reject her own spontaneous thoughts, depriving her of creativity, originality and initiative.

She was considered to be suffering from a personality disorder of such severity that it borders on the schizophrenic. She is considered to be in a kind of equilibrium however, and not likely to suffer from a deterioration in her condition.

James M. Sacks, Ph.D.

Teacher's
Case No. 36-7

ADDITIONAL REMARKS - August 1961:

She is extremely dependent on her mother, apparently to a pathological degree, similar to a schizophrenic character. She displays masochistic defenses of guilt at any enjoyment, and has had to completely repress her impulse life. The need for distance from others, and control over her own impulses appears typical of the authority problems manifest by many of the other teachers, where the need to maintain self-control is projected into teaching, and expressed as the need to control others. There is a defensive hostility in her reaction to authority. Impulse control is gained at the expense of spontaneity, creativity and flexibility, and she thus appears to be functioning below her potential.

Her self-image is negative (ugly, distorted), expressed in grandiosity as to her demands for perfection in a male. Thus, the phobias and every level of her functioning indicate many problems in impulse control, reaction to authority, sex, male relationships, and object relations generally. She typically fantasizes grandiose accomplishments (doctor, psychologist, etc.), while taking a more passive course in reality (teacher-less exertion). It is questionable that she can enjoy teaching any more than she can allow herself to enjoy anything. Emptiness and shallowness mark her emotional and intellectual development, and her functioning, even her defenses, could be judged inadequate.

Doris Wolin,
ASSISTANT PSYCHOLOGIST

DW